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ABSTRACT

This research project devised and evaluated a program for improving primary grade students' interpersonal skills to reduce their inappropriate behaviors when interacting with others. Teacher surveys, journals and observations of children's behavior were used to document poor interpersonal skills in kindergartners through third graders in four classrooms. The intervention consisted of direct instruction of interpersonal skills through 9 weeks of instruction in conflict resolution and communication skills with ongoing reinforcement, cooperative learning techniques, and the use of children's literature emphasizing interpersonal skills. Evaluation results indicated that some activities and expectations needed modifications for the kindergarten level. Post-intervention data collected from behavioral checklists revealed that there was a decrease in the number of incidents of inappropriate behavior, such as verbally abusing others, interrupting speakers, or being off-task while someone was speaking. There was a marked decrease in inappropriate behavior outside the classroom with a large drop in the number of students involved in inappropriate behavior. Teachers noted significant growth in verbal communication of feelings, the use of open-ended problem solving, and increased awareness of conflict resolution, although the degree to which conflict resolution strategies were used depended on the child's age. (Seventeen appendices include the behavior checklist, teacher survey, children's conflict resolution literature, and sample lesson plans and classroom materials. Contains 24 references.) (KB)

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IMPROVING PRIMARY LEVEL INTERPERSONAL SKILLS THROUGH CONFLICT RESOLUTION, COOPERATIVE LEARNING AND CHILDREN'S LITERATURE

by

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Submitted in partial fulfillment of the requirements for the degree of Master's of Arts in Teaching and Leadership

Saint Xavier University & IRI/Skylight
Field-Based Master's Program

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This is dedicated to the ones we love . . .
our families,
our students,
our instructors,
our friends.

Our hope is to provide our students with the same quality of learning and nurturing that we have experienced as graduate students.

Abstract

Authors: Mary Bell
Diane Dawson
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Site: Braidwood

Date: May, 1997

Title: Improving Primary Level Interpersonal Skills through Conflict Resolution, Cooperative Learning, and Children's Literature

This report describes a program for improving interpersonal skills in order to reduce inappropriate behavioral choices when listening or interacting with others. The targeted population consists of primary students in three rural communities in Illinois. The problem of insufficient interpersonal skills will be documented through data collected from teacher observations, surveys, and journals.

Analysis of probable cause data suggests socioeconomic factors, curricular changes, media influence, and unclear societal values may contribute to the problem.

A review of solution strategies suggested by educational research, combined with an analysis of the problem setting, resulted in the selectioni of three major process interventions: utilizing direct instruction of interpersonal skills, implementing cooperative learning techniques, and employing children's literature which emphasizes interpersonal skills.

Post intervention data indicates a decrease in inappropriate behavioral incidents after the aforementioned process intervention procedures were executed by the teacher researchers.

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CHAPTER 1

PROBLEM STATEMENT AND CONTEXT

General Statement of the Problem

Targeted students in grades kindergarten through third grade exhibit poor interpersonal skills. Evidence of the problem includes teacher surveys, observation checklists, and teacher journals.

Immediate Problem Context A

Braceville Elementary School, the only school in District 75, is located in a rural community in the Midwest and houses 133 students in grades kindergarten through eight. The enrollment is comprised of one class per grade as follows: kindergarten - 18, first grade - 17, second grade - 16, third grade - 19, fourth grade - 15, fifth grade - 11, sixth grade - 12, seventh grade - 11, and eighth grade - 14. Students are from predominantly White, lower middle-class families. The balance of the population consists of 03.0% Hispanic. Of the enrollment, 27.1% fall into the low income bracket. The attendance rate at Braceville is 98.0%. The student mobility rate, which is based on times students enroll or leave a school during the school year, is 18.5%. The rate of attendance was 98.0% with a chronic truancy rate of 0.8%. (Braceville Elementary School District 75 School Report Card, 1995).

The total staff numbers 22 which includes nine regular elementary teachers, one who holds a Masters degree. Teaching experience among this group averages 10.5 years. The regular education staff consists of one teacher

per grade, kindergarten through grade eight, and a part-time music teacher. A Chapter I math and reading specialist services students on a full-time basis. The district also employs a library aide/technology coordinator. The four members of the support staff provided by Grundy County Special Education Cooperative include: one full-time learning disability resource teacher, one full-time behavior disorder teacher, a part-time speech pathologist and a part-time social worker. Other support is provided to special needs students by two special education aides.

The facility is maintained by one full-time and one part-time custodian. A part-time nurse, supplied by Grundy County Health Department, attends to the physical needs of the students. A hot lunch program is provided by a full-time lunch supervisor and two helpers. The school is administered by a full-time superintendent/principal, with the assistance of a school secretary.

Situated in a residential area and built in 1954, the school is a single level, brick building that includes a combination gymnasium/lunchroom, a computer lab, and a library. It also includes 12 classrooms and office space for the district administration. Two additions were in place by 1971, which divided the building into two areas: the primary wing (grades kindergarten through four) and the upper elementary wing (grades five through eight).

The core subject areas and time devoted to each per day is as follows: mathematics - 74 minutes, science - 44 minutes, language arts - 111 minutes, and social studies - 42 minutes. Besides core subjects, students weekly receive five 30 minute periods of physical education, one 30 minute period of music, one 30 minute period for library, one 30 minute period for art, and two 30 minute periods for computers.

During their weekly library time, students are instructed in the areas of library sciences and research while also having the opportunity to explore and check out books. The instructional component is being reduced due to the library aide being given the additional responsibility of technology coordinator. The students do receive two computer lab periods per week, as well as having computer access in all classrooms. Every classroom is being connected to the internet in the 1996-1997 school year due to a large grant the school has received. Additional computers will also be added to the lab and to the individual classrooms.

Students in third grade, sixth grade, and eighth grade are assessed by the Illinois Goal Assessment Program (IGAP) in reading, math, and writing. In fourth grade and seventh grade they are assessed in science and social studies. Prior to the 1996-1997 school year, the Iowa Test of Basic Skills was given to grades one through eight each spring. Presently the district is developing a plan of portfolio assessment. All students are assessed quarterly on a district-wide progress report. Students in grades one through eight receive letter grades consisting of A (93-100), B (85-92), C (76-84), D (70-75), and F (0-69). Students in kindergarten receive a non-graded progress report.

In grades one through six, students use the *Harcourt, Brace, & Javanovich Reading Series*. Novels and trade books are used to supplement the curriculum. Third grade uses a literature-based program. The *Daily Oral Language* approach is used in grades two through six. Seventh and eighth grade students use novels exclusively. Power Writing is used in kindergarten through eighth grade. The *Harcourt, Brace & Javanovich English Series* is used

throughout the school. Some teachers have also implemented Writing Workshops. In 1995-1996, the third grade teacher and the Learning Disability Resource teacher team taught language arts. Students in grades one through eight use *Heath Mathematics*. All grades use the *McGraw-Macmillan Science Series*. The majority of teachers have attended Activities Integrating Math and Science (AIMS) and are supplementing the science curriculum with these materials. Various teacher selected materials are implemented for social studies instruction. In addition to the above textbooks, teachers are allowed to implement unique programs that cover the course objectives for the particular grade level. Title I support services are available in mathematics and reading at all grade levels. The Drug Alcohol Resistance Education (DARE) program is taught in grade five. The Violence Education and Gang Awareness (VEGA) program is taught in grade six.

Braceville is implementing a parent volunteer program through Project Community Action Results in Education (CARE). Project CARE is a coalition of parents, the Title I teacher, the Learning Disability Resource teacher, and the Technology Coordinator. Braceville has an active and growing Parent Teacher Community Organization (PTCO) and Market Day program. Parent volunteers help with fund raisers and various school activities.

Immediate Problem Context B

Reddick School, one of four elementary schools in Herscher Community Unit School District 2, houses 154 students in grades kindergarten through six. Based on the 1994-1995 school year figures, the class size for each grade is as follows: kindergarten - 22, first grade - 19, second grade -25, third grade -

24, fourth grade - 25, fifth grade - 14, and sixth grade - 25. There is one class at each grade level. The building has three areas built at different times. The third and fifth grade classes are separated from the other classes by the gymnasium. The kindergarten and first grade classes are in one area. They are connected to the second, fourth, and sixth grade classes by an adjoining hallway. Reddick Grade School has special needs students housed in regular classrooms.

As of September 30, 1994, the racial-ethnic make up reported for Reddick students was 96.9% White, 01.3% Hispanic, and 02.0% Asian Pacific Islander. The attendance rate at Reddick is 95.9% which is the same as the district's rate. The student mobility rate, which is based on the number of times students enroll or leave a school during the course of the year is 16.4%. This is higher than the district rate of 07.8%. Students who are absent from school without a valid cause for 10.0% or more of the last 180 school days comprise 01.4% at Reddick (Herscher Community Unit School District 2 School Report Card, 1995).

The staff at Reddick is comprised of eight full-time teachers and one half-time teacher, all female. One teacher has a Master's degree. The average number of years teaching experience is 8.8.

The students are heterogeneously assigned to a classroom. The core subject areas and time devoted to them per day in third grade is as follows: mathematics - 60 minutes, science - 30 minutes, language arts - 201 minutes, science - 30 minutes, language arts - 201 minutes, and social studies - 20 minutes. In sixth grade the times are as follows: mathematics - 60 minutes, science - 40 minutes, language arts - 97 minutes, and social studies - 45

minutes. All students receive two 30 minute music classes and three 30 minute physical education classes per week.

Students in third grade and sixth grade are assessed by IGAP in reading, math, and writing. Fourth grade is assessed in science and social studies. In addition, the California Test of Basic Skills is administered in first through sixth grade. Students in first through sixth grade receive letter grades consisting of A (92-100), B (85-91), C (75-84), D (68-74), and F (0-67). Students in kindergarten and the beginning of first grade are given + (above average), S (average), and - (needs improvement). Criterion reference tests are being designed by each district elementary grade level for future use.

In grades kindergarten through six, students use the *Harcourt, Brace & Javanovich Reading Series*. The Daily Oral Language approach is used in first through third grade. Teachers use Power Writing as part of the language arts curriculum. Each teacher is allowed to implement a distinctive language arts program that covers all the objectives at that grade level.

In math, the *Addison-Wesley Mathematics Series* is used. Most staff members have attended Math Their Way workshops; and manipulatives have been purchased for the kindergarten through second grade classes.

The *Silver Burdett & Ginn Series* is the series used in grades four through six. In grades kindergarten through third, teachers follow the grade level objectives and implement an appropriate program. A district science committee designed the science curriculum. Grade level teachers met with a science consultant to aid in the implementation of the program. Grade level teachers gathered written materials, videos, books, etc. for the science program.

The computer lab is open to each teacher for four 30 minute time slots weekly. Each teacher has a 30 minute library period once a week.

A full-time special needs teacher works with the special needs students on an individual or group basis, or the special needs teacher works with the regular classroom teacher in the classroom. Three special needs aides assist classroom teachers with special needs students. A half-time Title I reading instructor works with reading disabled students in kindergarten through third grade. The instructor for Gifted Education visits the kindergarten through second grade classes once a month. Once a week the instructor meets with those students meeting the criteria for gifted in third through sixth grades.

Reddick Grade School has a Parent Teacher Association (PTA) that sponsors a profitable fund raiser. PTA volunteers also assist at various school functions.

Immediate Problem Context C

Central Community District 4 is composed of three elementary schools, one junior high school, and one high school. Ashkum Elementary School houses 190 students in prekindergarten through third grade. Based on the 1995 school year figures, the average class size for each grade level is as follows: prekindergarten - 15, kindergarten - 23, first grade - 20, second grade - 24, and third grade- 20. There are two sections of each grade level. The building is approximately 45 years old. It consists of two wings. One wing houses kindergarten and first grade. The other wing houses second and third grade. There is an attached walkway that houses prekindergarten, music, and a gymnasium. The building is designed for self-contained classrooms. The school has part-time positions for music, physical education, Title I reading,

speech therapy, Learning Disability Resource, and library.

As of September 30, 1994, the racial-ethnic make up for Ashkum was 98.4% White and 01.6% Hispanic. The attendance rate at Ashkum is 95.9% compared to 95.5% district wide. The student mobility rate, which is based on the number of times students enroll in or leave a school during the school year, is 09.7%. Students who were absent from school without valid cause for 10% or more of the last 180 school days comprise 0.0% at Ashkum and 01.1% at the district level (Central Community Unit 4 School Report Card, 1995).

The staff at Ashkum is comprised of 14 teachers, 13 female and 1 male. Of these 14 teachers, 6 are full-time district-wide and spend some time at the Ashkum building. Six teachers have their Master's degree or Master's equivalent in hours. The average number of years teaching experience is 15.2.

Students are heterogeneously assigned to classrooms. The core subject areas and time devoted to them per day are as follows: mathematics - 50 minutes, science - 32 minutes, language arts - 164 minutes, and social studies - 28 minutes. In addition to core subjects, students in grades kindergarten through third grade receive 20 minutes of music daily and 20 minutes of physical education three times a week.

Students in third grade are assessed by IGAP in reading, math, and writing. In addition, students in kindergarten are assessed with the Metropolitan Readiness Test; while the second and third grades are assessed using the Scholastic Testing Service Assessment Battery. All students are assessed quarterly on a district-wide progress report. Students receive S (satisfactory), I (improving), and N (needs improvement), which is the criteria for grades and is determined by each teacher.

In prekindergarten through third grade, students use the *Houghton Mifflin Reading Series* as well as literature based thematic activities. Second and third grade teachers are trained in Power Writing. Some teachers use Writing Workshops and reflective journal activities. Primary classrooms implement a blend of phonetic and whole language pocket chart procedures. Teachers use a variety of sources for reading and writing materials. Computer programs are also available to supplement reading programs.

In math students are taught by their regular teachers and are not grouped by ability. Students in grades kindergarten through three have access to the *Heath Mathematics Series.* There is emphasis on Math Their Way and AIMS. These activities are designed for more authentic teaching and assessing with importance placed on process rather that product. *Discovering Science* is the science book used by grade third. Primary grades teach science concepts through the use of thematic units. Social studies is incorporated into the language arts program in grades kindergarten through three. Lion's International has sponsored the Quest program for self-improvement which the district has adopted.

A part-time Learning Disability Resource teacher is available to consult with teachers and to provide services for identified children, as well as a part-time Title I teacher to assist with students in need of reading support. Students are offered the Great Books program for Gifted Education.

Ashkum has a volunteer program made up of high school students from the district, senior citizens, and parents. Volunteers do a wide variety of activities to help teachers and students.

Description of Surrounding Community A

District 75 is located in the village of Braceville and Braceville Township. In this district, 97.0% of the population is White and 03.0% is Hispanic. Of the 133 students enrolled, 27.1% are from low-income families and 0.0% are limited English proficient. The teaching staff is 100% White and female with the average years of teacher experience in the district being 10.5 with an average salary of $22,410. The pupil-teacher ratio is 12.4:1. Teachers with a Masters degree and beyond comprise 09.8% of the total of 10 teachers. The administrator's salary is $44,425 and the pupil-administrator ratio is 133.0:1 (Braceville Elementary School District 75 Report Card, 1995).

Braceville Elementary School is located in the village of Braceville, a rural community approximately 60 miles south of Chicago. Although Braceville is located in a rural area, there are very few farm families. Braceville and Braceville Township encompass 8.5 square miles. According to the 1990 census, the population of Braceville was 587. Forty new homes have been built in Braceville since 1994. The average home value was $45,300. Of the total 236 housing units, 210 were single family dwellings. The average household income was $32,500. The median age was 33.8.

Of the population of Braceville 25 years of age and older, 43.8% are high school graduates, 17.0% have some college credit, 01.8% have an associate degree, 06.7% have a bachelor degree, and 0.0% have a graduate degree. Part of the labor force consists of 16.0% having some high school and 14.4% having only elementary school experience (Braceville Census, 1990).

Description of Surrounding Community B

Reddick Grade School is located in the rural town of Reddick. In the surrounding Herscher district 99.3% of the population is White, 0.1% is Black, 0.4% is Hispanic, and 0.2% is Asian Pacific Islander. In the district 13.1% are from low income families and 0.0% are from limited English proficient families. The teachers are 100% White. Male teachers comprise 28.6% and female teachers account for 71.4% of the teaching staff. The average years of teaching experience in the district is 12.9 with an average salary of $30,686. The pupil-teacher elementary ratio is 19.3:1. Teachers with a Master's degree and beyond comprise 29.2% of the 139 teachers. The administrators have an average salary of $58,409 and the pupil-administrator ratio is 240.3:1 (Herscher Community Unit School District 2 School Report Card, 1995).

Reddick Grade School is located in the small town of Reddick. Reddick, which was incorporated into a village in October 1890, is surrounded by farmland and is close to the small towns of Campus, Union Hill, and Buckingham. The students from this surrounding area attend Reddick Grade School. The town of Reddick has a population of 208. As of 1990, the median home value in Reddick was $45,000. The average household income was $35,139. The population is 100.0% White. The median age was 33.

Of the population of Reddick that is over the age of 25, 86.6% are high school graduates and 09.0% have a bachelor degree. Of those in Reddick 16 years or older, 65.9% are in the labor force (Reddick Census, 1990).

Description of Surrounding Community C

Central Community Unit District 4 includes the villages of Clifton, Ashkum, and Chebanse. In this district 95.0% of the population is White, 03.4% is Black,

and 01.0% is Hispanic. Of the 1,432 students, 20.3% are from low income families and 0.1% are limited English proficient. The teachers are 100.0% White. Male teachers comprise 25.5% and females account for 74.5% of the teaching staff. The average years of teaching experience in the district is 15.2 years with an average salary of $30.404. The pupil-teacher ratio is 17.5:1. Teachers with a Master's degree and beyond comprise 26.8% of the total teachers. The administrators have an average salary of $49.271, and the pupil-administrator ratio is 204.6:1 (Central Community Unit 4 School Report Card, 1995).

Ashkum Elementary School is located in the rural community of Ashkum, incorporated as a village in 1856. Ashkum township is 60 square miles. The village of Ashkum is one-third square mile with a population of 650. As of 1990, the median home value in Ashkum was $51,300. The median family income was $35,536. More than 97.0% of the population of Ashkum was White. The median age was 38. Of the population of Ashkum, 42.9% are high school graduates, 10.2% have some college credit, 03.8% have an associate degree, 07.1% have a bachelor degree, and 03.8% have graduate degrees. Part of the labor force consists of 10.4% having some high school credit and 13.5% having only elementary experience (Ashkum Census, 1990).

Regional and National Context of the Problem

Interpersonal skills are high priorities for success in education and life. Improvement in this area has generated concern at the state and national levels, as well as at the local level.

Experts agree that education is in crisis. Schools have not changed at the same rate that society has changed. The federal law states that the purpose of

education is to prepare our children to be responsible citizens. There is no mention of reading, writing, or mathematics. "To educate a person in mind and not morals is to educate a menace to society," Theodore Roosevelt noted (as cited in Lickona, 1991, p.12). His astute observation is evidenced today as thousands of young people lose their first job every year because they lack interpersonal skills. Yet educators continue to emphasize an academic curriculum and ignore curriculum that teaches self-discipline, judgment, and a sense of responsibility (Nelsen, Lott, & Glenn, 1993). Learning is divided into two genres: the type needed for school achievement and the type needed to succeed in life. Schools have traditionally related these two types of learning only remotely, if at all (Crawford, Bodine, & Hoglund, 1993).

Industrial production is now secondary to creative problem solving and flexibility. Today's students must learn how to get along with people and solve their problems peacefully and creatively in order to prepare for tomorrow (Crawford, et al., 1993). In 1993 Zemmelman, Daniels, and Hyde reiterated that we do not empower students, we do not produce competent workers, we do not produce responsible citizens, and as a result, we do not pursue a functional democracy. Educational changes must be made. In order for students to survive into the next century, their education must include social and emotional development in addition to reading, writing, and math (Chase, 1975). Research indicates that the focus of schools needs to change as we enter the twenty first century. Curriculum must begin to provide diverse opportunities for students to develop the independence, flexibility, and responsibility to enable them to retrieve and utilize, not memorize, the ever building and changing information available (Jennings & Nathan, 1977).

Chapter 2

PROBLEM EVIDENCE AND PROBABLE CAUSES

Problem Evidence

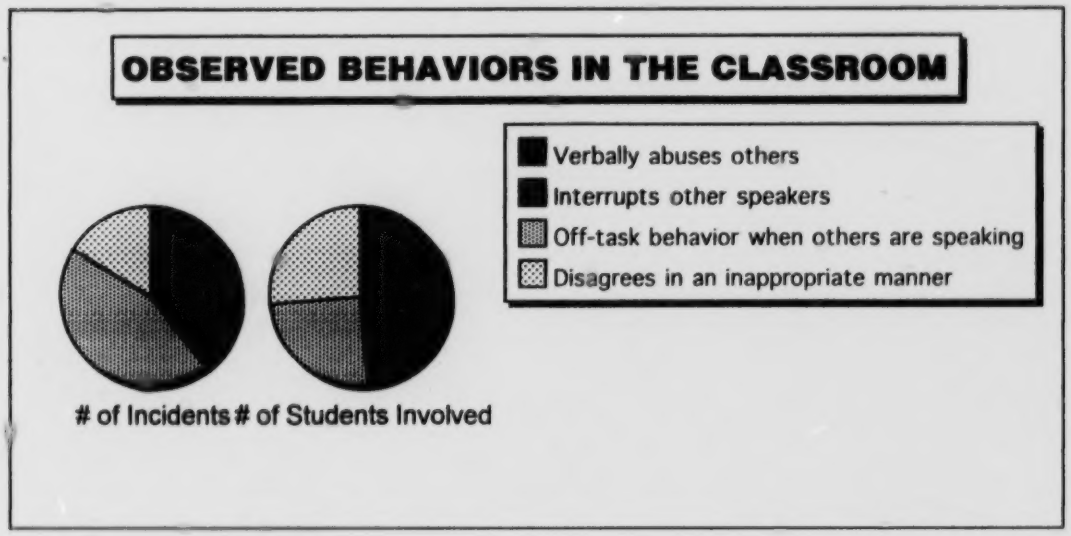
As documented by Seligman (1993), society has become self-centered, without connections to or considerations for others. This abating emphasis on community has led to more vandalism, more violence, increased racial tensions, high divorce rates, and escalating drug abuse (as cited in McMillan, Singh, Simonetta, 1995).

In order to document the extent to which the decline in interpersonal skills exists in one kindergarten, two second grade, and one third grade classrooms, the teacher-researchers at the targeted three rural schools maintained behavioral checklists, collected teacher surveys, and reflected in teacher journals. Behavioral checklists were maintained for a two week period. Teacher surveys were filled out by teachers who worked with the targeted students in the previous school year. Teacher research journal entries were written on a daily basis for the dual purpose of documentation and reflection.

For the first two weeks of school behavioral checklists were maintained. The checklist consisted of eight categories which focused on two sectors of the school environment (see Appendix A). Categories one through four garnered information on the students' behaviors in the classroom. There were four predetermined categories: verbally abusing others, interrupting speakers, off-task behaviors when someone is speaking, and disagreeing in an

inappropriate manner. Figure 1 illustrates this breakdown of the categories.

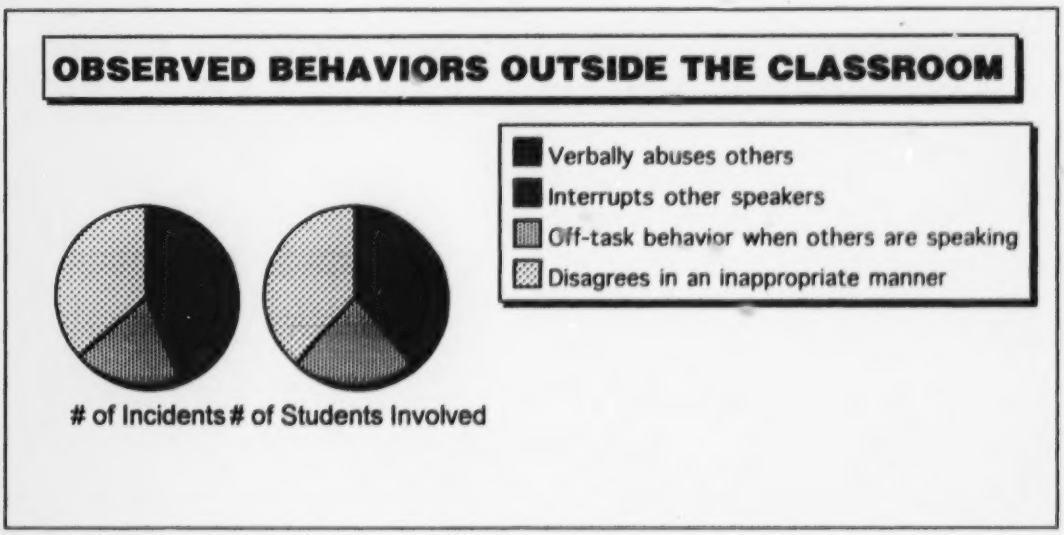
Figure 1


OBSERVED BEHAVIORS IN THE CLASSROOM
Verbally abuses others
Interrupts other speakers
Off-task behavior when others are speaking
Disagrees in an inappropriate manner
# of Incidents
# of Students Involved

Of the 578 incidents, 38% involved interrupting speakers. Common incidents included blurting comments and making noises while others were speaking. Off task behaviors comprised 49% of the incidents. These behaviors included playing with objects, taking materials in and out of desks, working on unrelated work, and focusing attention on other arenas. Disagreeing with others in an inappropriate manner comprised 9% of the incidents. Kicking, pushing, hitting, shoving, and pinching other students were included in this area. While verbally abusing others accounted for only 4% of the episodes. Incidents of verbal abuse included name calling as well as sarcastic comments and voice tones. Teacher-researchers felt there were most likely more incidents of verbal abuse than were indicated. They felt students in grades two and three knew verbal abuse was unacceptable to the teacher and therefore only did so when the teacher could not hear.

Categories four through eight elicited information regarding students' similar behaviors in school settings other than the classroom. The relative frequency of these behaviors is depicted in Figure 2.

Figure 2

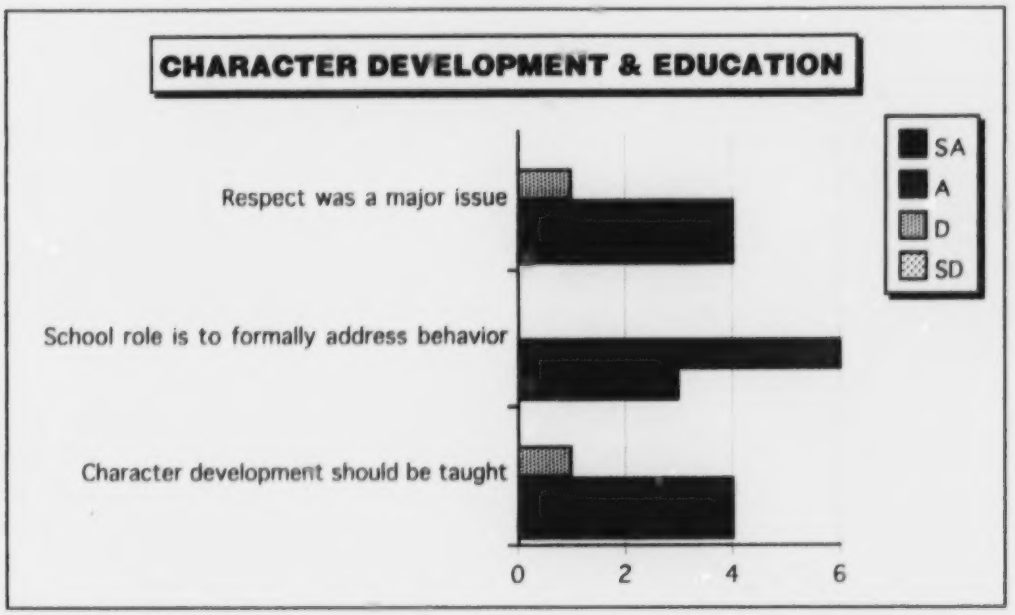

OBSERVED BEHAVIORS OUTSIDE THE CLASSROOM
Verbally abuses others
Interrupts other speakers
Off-task behavior when others are speaking
Disagrees in an inappropriate manner
# of Incidents
# of Students Involved

As one might predict, behaviors known by students to be objectionable to teachers occurred in an increased proportion outside the classroom setting. Incidents involving students disagreeing in an inappropriate manner climbed to 37%, and verbal abuse increased to 22%. Episodes of interrupting while others were speaking was reduced to 22%. Off-task behavior, in direct contrast to classroom behavior, accounted for only 19% of the incidents. Accuracy of this portion of the checklist is hard to establish, as only the most severe incidents were brought to the attention of the researcher.

The teacher survey was completed by a total of nine teachers who had taught the targeted students in the previous school year (see Appendix B). The teacher survey is comprised of two sections: current issues addressing character development and education and observed behaviors inside and

outside the classroom setting. Figure 3 indicates the significance the surveyed teachers place on character development in the educational arena.

Figure 3

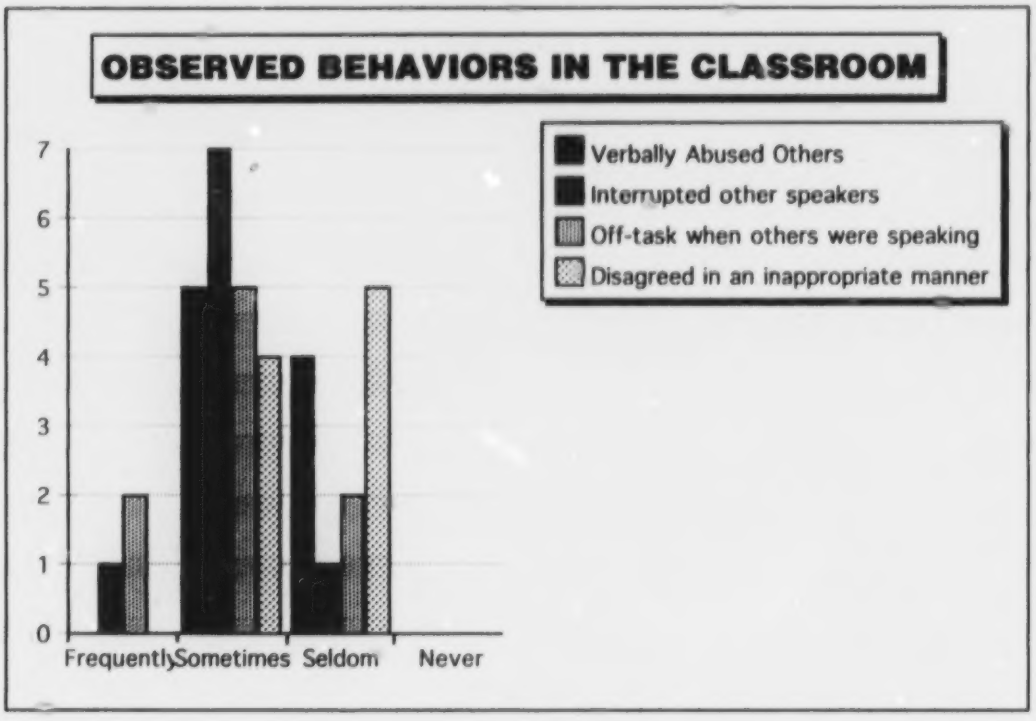


According to the teachers surveyed, there was an overwhelming agreement that respectful communication was an issue. Of the nine teachers surveyed, 89% either replied with a response of strongly agree or agree that this was a major issue in their classroom last year. The surveyed teachers unanimously agreed that it is the role of the school to formally address behavioral issues. However, only 89% agreed that character development should be a part of the present curriculum. One comment ascertained that it is impossible to teach without these areas being addressed, but the major training should be done at home.

The second section of the survey displayed a majority of responses which fell in the sometimes/seldom portion of the Likert Scale. The response

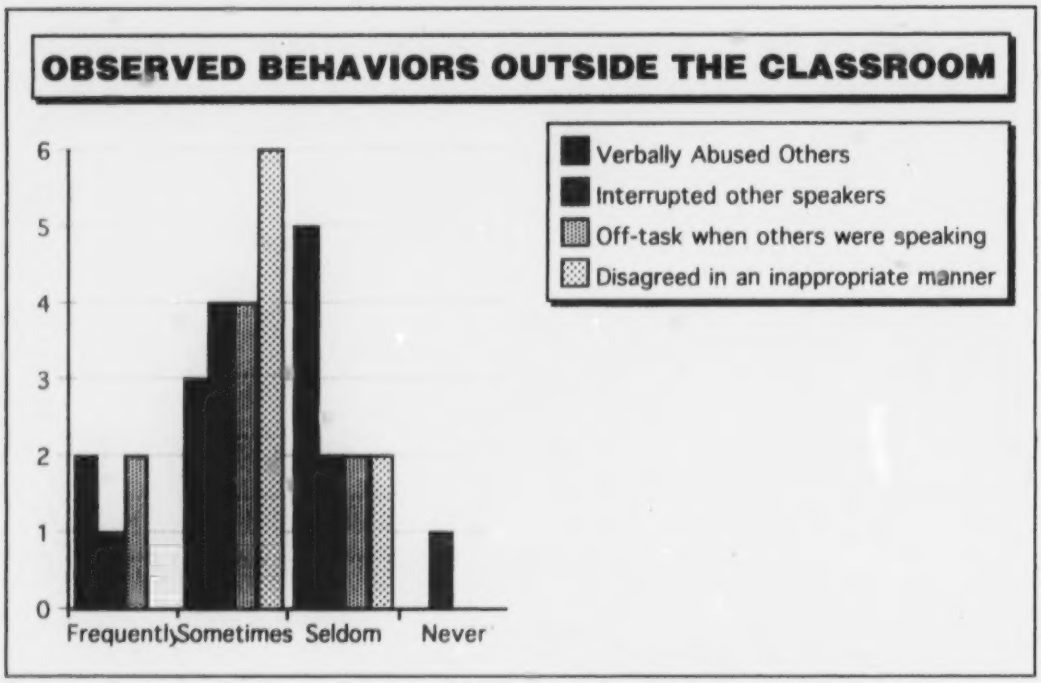
"frequently" was used sparingly and the response "never" was used only once. A response of "not applicable" was added to several statements concerning settings other than the classroom. Figure 4 illustrates the frequency these teachers observed particular behaviors in the classroom, as they pertain to their students from the previous year.

Figure 4



The responses indicated that the following behaviors occurred in their classroom periodically: verbally abusing others, interrupting speakers, not focusing on speakers, and disagreeing in an inappropriate manner. Figure 5 indicates evidence of the inappropriate behaviors occurring outside the classroom setting.

Figure 5



According to the teachers surveyed, interrupting others when they are speaking was the behavior most in evidence, followed by verbally abusing others and being off task when others were speaking. Data collected from the teacher surveys establishes justification to emphasize the improvement of interpersonal skills. It is also generally perceived that the curriculum should include character development as a strategy to prepare students for the future.

Teacher-researchers journaled as a means of documenting and reflecting on student behaviors. As the targeted teachers journaled during the first few weeks of school, numerous notations indicated concern about the apparent lack of students' interpersonal skills. Instead of students conversing with each other to solve problems, teachers noted a frequency of tattling or physically abusing the other party. One teacher wrote " . . . kids don't seem to be aware

that there is someone else speaking when they interrupt." Another teacher reflected " . . . students don't equate it [listening] with respect." Due to extensive accounting of inadequate interpersonal skills, the teacher-researcher journals demonstrate a need for development of these skills.

Probable Causes (site-based)

An analysis of the site in relation to the problem evidence suggests several probable causes. One of these is related to the curriculum in the three targeted school districts. As the state mandates standards and outcomes, the teachers feel pressured to allocate more time addressing state-related academic goals resulting in less time available to cover character development and interpersonal skills. Social skills are commonly not addressed in the core curriculum, and targeted schools are not an exception. Inconsistent instruction and expectations are a predictable result. At best the instruction of interpersonal skills is fragmented and transferred casually, if at all.

Amid this pressure the teacher-researchers also indicated an increasing feeling of isolation as a contributing cause to the problem of inappropriate interaction among students. Students do not perceive their teachers as collaborative teams, but as individuals who seldom see each other, let alone converse and solve problems. Insufficient time is apportioned for collaboration with other teachers. In order for students to view teachers as role models for cooperation and positive interactive skills, teachers must be given the opportunity to model these skills with their colleagues. Conversely, students should be able to observe their teachers in these roles. Cooperation requires more than one person.

According to Johnson and Johnson (1992), students must be taught the interpersonal and small-group skills essential for high quality cooperative experiences, and they must be stimulated to use these skills. Nonexistent staff development in cooperative learning techniques is unequivocally a problem in the targeted schools. The majority of the staff in the three targeted schools have not been formally trained in teaching cooperative learning. Resulting inconsistent and inadequate cooperative learning techniques are a contributing factor in the lack of interpersonal skill acquisition. Consequently, students are not actively engaged in the learning process. Competition continues to be the customary theme of the majority of classrooms in the targeted schools. Cooperative learning enables students to practice interactive skills thereby supplanting competition and resulting in increased positive interaction.

Probable Causes (literature-based)

In light of the documented decline in appropriate interpersonal skills in the student population, researchers have indicated renewed commitment to improving students' ability to incorporate interpersonal skills. One outcome of these efforts has been the identification of numerous probable causes for this decline. An analysis of the literature implies several underlying causes for students' lack of interpersonal skills when listening or interacting with others. Evaluation of probable cause data suggests socioeconomic factors, unclear societal values, lack of student participation in decision making, and negative media influence as contributing to the dilemma.

One probable cause has its roots in socioeconomic factors affecting family commitment. As economic demands have escalated, the proportion of parental time available to devote to developing interpersonal skills has

decreased. According to Bellanca (1992), sociologists have documented a growth in the number of children who come from single parent, dual working, or no parent families. Adult support, assistance, and guidance are minimal. Consequently appropriate modeling, communicating of behavioral expectations, and nurturing of social skills are also inadequate. Researchers do not suggest parents are "bad," but simply engaged in providing food, clothing, and shelter. Decreased time and energy devoted to appropriate supervision manifests itself in more students arriving at school without the most fundamental social skills (Bellanca, 1992). Changes in demographics, economic conditions, and family structure are all reflected in the schools. Unfortunately the effects from the aforementioned changes can be so gradual that they go unnoticed until they reach a critical point. For example, mothers working outside the home has increased gradually between 1950 and 1980. This change went largely unnoticed until midway through the 1980's when mothers could no longer be reached during the school day. A significant change had occurred. Educators must be continually mindful of modifications occurring, and must be adequately flexible to respond appropriately to the unavoidable shifts which occur in society (Berliner & Casanova, 1993).

Additionally, today's students encounter moral choices which may either be unclear to them, or values they have not been sufficiently prepared to address. Adults persist in their view that children need to become self-disciplined, and yet lament the fact that children don't take responsibility for their own behavior. The truth is that, if we want children to take responsibility for their own behavior, we must first give them responsibility. The way a child learns how to make decisions is by making decisions. We cannot expect

children to accept ready-made values and truth all through school, and then abruptly make choices in adulthood (Kohn, 1993). This issue becomes even more crucial for schools to address considering many students get ineffectual moral education from parents where religious doctrines are a non-essential component in their lives (Lickona, 1991).

Another societal change which affects interpersonal skills is the escalating exposure to mass media. Children spend countless hours in front of the television without adult supervision or guidance. Anti-social behaviors are endlessly modeled in cartoons and situation comedies where violence and put-downs are portrayed as appropriate problem solutions (Kubey & Czikszentmihalyi as cited in Bellanca, 1992). Television programs project a "quick fix" mentality through simplistic coverage of issues that discourages thoughtfulness and encourages violence and questionable social mores (ASCD Panel on Moral Education, 1988).

As the problem evidence and causes were reviewed, a solution became apparent. Interpersonal skills must become a primary focus. "Education fails because it neglects school 'as a form of community life,' without which it is 'difficult or impossible to get any genuine moral training." (Dewey as cited in ASCD Panel on Moral Education, 1988).

Chapter 3

THE SOLUTION STRATEGY

Review of Literature

Experts tend to agree that students lack necessary interpersonal skills, and this social development seems to currently be viewed as the responsibility of public education. The California Department of Education (as cited in Stories of Fairness, 1995) suggested in the last decade that elementary schools must include interpersonal skills in the curriculum if students are to transfer pro-social behavior to their daily lives. A review of the literature suggests a number of solutions to students' lack of appropriate interpersonal skills. One solution to this problem is the use of conflict resolution as it relates to cooperative learning and character development through literature.

An abundance of information regarding conflict resolution exists in today's school environment. Research suggests conflict resolution training as a remedy for limited interpersonal skills among today's youth. Conflict is an inevitable part of daily living. In a society plagued by increasing violence, there is no doubt that greater peacemaking skills are critical. Teachers are peacemakers who are expected to respond to conflicts and restore peace and order to the classroom. The public emphasis on improved test scores has led to neglect of instruction in crucial interpersonal skills (Kriedler, 1984). Most elementary schools have a rule against punching, kicking, and hitting; most elementary schools also have these behaviors. If children are to stop violent behaviors, they must be given alternative ways of settling disputes. Another

kind of conflict is even more common, the kind one student referred to as "fester fights." Kriedler (1984) relayed her definition: "Nobody hits; nobody does nothing. They just sit and fester for a long, long time" (p.18). This approach also leaves children with no alternative. Educators have traditionally taught children how to avoid conflict , but Owens (1996) stressed that the key is not to avoid conflict, but to impart alternatives to enable students to handle differences of opinion effectively. Students should be encouraged to communicate and clarify their thoughts and feelings. "Preventing conflicts is the work of politics; establishing peace is the work of education" (Montessori in Kriedler, 1994, p. 52) Conflict resolution is not about teaching children to be pacifists; it is about teaching children other alternatives exist. The ability to verbalize their perspective and listen to the perspective of others will help propagate a peaceful solution.

Conflict resolution has four components: analysis (defining the conflict), ideation (developing alternative solutions), strategy (gaining a working knowledge of conflict techniques), and risk-taking (choosing to act on solutions) (Carpenter in Kriedler, 1984). To facilitate conflict resolution, body language, i.e. facial expression, posture, gestures, and intonation, should reinforce positive communication. Research indicates the most effective method for releasing aggression is to express the feelings directly or to cool off and let the hostility dissipate. The student skill training is broken down into five sections for instruction at the primary level by Pourro (1992). Additionally conflict resolution must be taught on three levels: classroom management, student skill training, and infusion into the standard curriculum (Kriedler, 1993). Ryan and Harmin also advocated integration and emphasis of conflict resolution

techniques throughout the curriculum (as cited in ASCD Panel on Moral Education, 1988).

Conflict resolution training provides students with solution alternatives that can lead to amicable resolutions, but what skills would expedite daily interpersonal communications? Cooperative learning is one of the best researched techniques for imparting these skills to children and simultaneously nurturing other survival skills, such as problem solving, necessary for success in the twenty-first century. Montague stated ". . . the society of man has survived because the cooperation of its members has made survival possible." (as cited in Kriedler, 1984, p.125). Studies of cooperative learning strategies indicate marked improvement in problem solving, social skills, social responsibility, and self esteem, as well as academics (California Task Force, 1990). Cooperative learning teaches values and academics simultaneously. For some time Canadian educators have viewed cooperative learning as an essential element, not as an instructional strategy. As a result, cooperation is seen as a way of life in Canada. (Chapman, 1993). This type of transfer would benefit American society as "people skills" become increasingly important in our shrinking global economy. Damon (1992) points out that "growing up" means cultivating interactive skills, garnering respect for social guidelines, and caring for others (as cited in McMillan, Singh & Simonetta, 1994).

Additionally, students must be motivated to use these skills on a daily basis (Johnson & Johnson, 1992). Students who work cooperatively are better able to support, encourage, help, and relate to others (Molyneux, 1991). Cooperation is about getting things done and having people feel connected to

each other. If we teach children to cooperate and to have a sense of social responsibility, we may enable them to feel good during the learning process and to transfer these skills to their daily lives (Bean, 1992). According to the Association for Supervision and Curriculum Development (ASCD) Panel on Moral Education in 1988, cooperative learning exhibits a positive influence on tolerance for diversity and conflict resolution. It teaches children how to listen, how to contemplate diverse views, how to communicate, how to solve problems, and how to work together to achieve a common goal. "Cooperation forces both community and autonomy" (Charney, 1994, p.16).

To nurture reflective implementation of conflict resolution and cooperation in life situations, the utilization of children's literature is frequently considered. The literature component is part of a larger approach to reinforce and practice skills, to develop understandings and concepts, and to develop values and themes. Kriedler (1993) and Pourro (199) advocate quality literature as opposed to books written to prove a point. Many books, stories, and lessons from all cultures should be incorporated; as traditional values, such as respect, responsibility, empathy, honesty, and effort are universally shared among cultures, primitive and modern, on every continent (Coleman, 1995).

> . . . one of the central tasks of moral education is to nourish the imagination with rich and powerful images found in stories, myths, poems, biographies, and dramas. If we wish our children to grow up with a deep and adequate vision of life, we must provide a rich fund for them to draw on. (Kilpatrick, 1995, p.T5)

Kriedler (1984) indicates that creative conflict resolution, tolerant attitudes, good communication habits, and appropriate sharing of feelings are far more likely to happen when children know how to work together. Therefore, after reviewing evidence of the problem and noting that the lack of interpersonal skills seems to center around the lack of teaching the necessary skills and infusing them into the curriculum, the following Project Outcomes and Solution Components were formulated.

Project Outcomes

As a result of increased instructional emphasis on interpersonal skills during the period of August, 1996 to January, 1997, the targeted primary students in three elementary schools will decrease incidents of inappropriate behavior as measured by behavior checklists and teacher journal reflection.

Methods of Assessment

To determine the extent to which the problem presently exists within the targeted classrooms, the teacher-researchers designed an assessment plan containing two key components. These components include maintaining anecdotal records and reflections in research journals and utilizing behavior checklists. Both pre-data and post-data collection will be conducted using this assessment plan.

Solution Components

In order to accomplish the project objective, the following processes are necessary:

1. Conflict resolution will be taught to enable students to utilize improved interpersonal skills in various arenas.
2. Cooperative learning techniques will be used to enhance students' interpersonal skills throughout the curriculum.

3. Children's literature that emphasizes interpersonal skills will be integrated in the curriculum.

To achieve these outcomes a plan that allows students to increase their knowledge and application of interpersonal skills by utilizing activities that encourage thoughtfulness and reasoning was developed.

In order to accomplish the project outcome, three process objectives were written to guide the sequence and selection of activities to be included in the action plan. The instructional infrastructure for conflict resolution, the first process objective, encompasses the following skills: expressing feelings in an assertive, non-threatening way through the use of "I" statements, demonstrating empathy and understanding through the use of verbal and nonverbal positive communication, analyzing choices for a "win-win" solution to problems, and using appropriate tone and volume when speaking. The framework for cooperative learning, addressed in the second objective, is to be established through direct instruction of the following pertinent skills: using appropriate eye contact with the speaker, paraphrasing the speaker's ideas, listening without interrupting, and focusing attention on the speaker. These targeted skills would be accomplished through teacher modeling, role-playing, T-charts, and other graphic organizers. Finally, children's literature will be a vehicle for introducing, reinforcing, and reteaching these skills as needed.

Action Plan

I. Data Collection to Evidence the Problem (Beginning September)

A. Design and collect teacher surveys

B. Collect data through behavior checklists (two week period)

C. Write daily entries in teachers' research journals (on-going)

II. Initiate Conflict Resolution Unit (September/on-going)

A. Identify conflict through a combination of the following activities (Week 1)

1. Make, analyze, and reflect on daily graphs
2. Integrate appropriate children's literature
3. Facilitate spontaneous, student-generated discussion
4. Role-play numerous conflict situations
5. Relate to T-charts and other graphic organizers

B. Define "cooling off" and its importance in resolving conflict (Week 2)

1. Identify "cooling off" as the first step in the "Talk It Out" process
2. Relate personal story to students
3. Facilitate spontaneous, student-generated discussion
4. Brainstorm "cooling off" ideas
5. Establish a "cooling off" place in the classroom
6. Practice "cooling off" techniques

C. Learn to express feelings and needs in an assertive, non-threatening way (Week 3)

1. Identify expression of feelings and needs as Step 2 in the "Talk It Out" process
2. Compare and contrast "I" messages and "you" messages
3. Introduce "I" messages and practice in cooperative groups
4. Implement a combination of the following instructional activities
    a) Utilize appropriate children's literature
    b) Role-play numerous situations utilizing "I" statements

c) Use puppetry to model "I" statements

d) Develop graphic organizers

D. Identify and practice elements of good listening (Week 4)

1. Construct a class T-chart for poor listening behaviors
2. Construct a class T-chart for good listening behaviors
3. Relate good listening to Step 2 of the "Talk It Out" Process
4. Introduce use of "talking object"
5. Utilize a combination of the following instructional activities
    a) Role-play appropriate and inappropriate listening behaviors
    b) Incorporate appropriate children's literature
    c) Develop graphic organizers
    d) Precipitate discussions using puppetry

E. Practice evaluating and choosing "win-win" solutions (Week 5)

1. Introduce choosing solutions as Step 3 in the "Talk It Out" process
2. Facilitate spontaneous, student-generated discussion of wants and needs
3. Generate a list of problems
4. Brainstorm solutions
5. Evaluate solutions for "win-win"
6. Set up a Peace Table
    a) Introduce Rules
        (1) Treat each other with respect (no put-downs or name calling)
        (2) Listen without interrupting

(3) Work for a "win-win" solution

b) Establish a policy for use

III. Initiate Listening Skills Unit

A. Recognize interruption as a form of disrespect (Week 6)

1. Brainstorm situations in which someone has interrupted the speaker
2. Role-play interruptive behaviors and discuss students' feelings
3. Role-play appropriate listening and discuss students' feelings
4. Incorporate appropriate children's literature
5. Use graphic organizers for reinforcement
6. Write student reflections
7. Practice skill in cooperative groups

B. Engage students in active listening

1. Focus attention on speaker (Week 7)
   a) Create rationale for attending to speaker
   b) Facilitate spontaneous, student generated discussion
   c) Initiate staged student practice
   d) Reinforce skill through children's literature
2. Use appropriate eye contact with the speaker (Week 8)
   a) Role-play appropriate and inappropriate eye contact
   b) Incorporate graphic organizers
      (1) Right angle chart
      (2) T-chart

(3) Venn diagram

c) Reinforce skill through cooperative learning

C. Introduce paraphrasing as a communication skill (Week 9)

1. Utilize direct instruction to define paraphrasing
2. Employ teacher modeling
3. Create staged student practice
4. Practice restatement of teacher directions
5. Reinforce through cooperative learning

IV. Integrate and Transfer Skills Throughout the School Environment (as each skill is taught/on-going)

A. Observe for transference of skills

B. Nurture utilization of aforementioned skills

C. Reinforce throughout curriculum

1. Implement appropriate children's literature
2. Foster risk free cooperative learning groups

D. Reteach skills as deemed necessary

V. Collect Data to Assess Effectiveness of Interventions (January)

A. Collect student input on individual growth and development related to interpersonal skills

1. Collect student reflections
2. Facilitate Think-Pair-Share activity

B. Complete teacher research reflection journal

C. Collect data through behavior checklists

D. Collate above data (A-C)

Chapter 4

PROJECT RESULTS

Historical Description of Intervention

The intent of this project was to reduce the number of inappropriate behavioral incidents in the classroom and in other school settings. The processes utilized to affect these changes in the targeted kindergarten, second, and third grade classrooms included developing conflict resolution skills, implementing cooperative learning techniques, and reinforcing interpersonal skills through the integration of children's literature.

For a variety of reasons, including curricular demands, calendar events, and scheduling conflicts at the three targeted schools, the timeline set forth in the action plan was used as a sequential guide for implementation, rather than a precise timeline. Initiation of each subsequent intervention was determined by consensus of the teacher researcher team.

The initial phase implemented a conflict resolution unit to cultivate interpersonal problem solving. This series of lessons spanned a period of six to eight weeks with ongoing reinforcement throughout the study. The first week of the project involved identifying conflict, defining conflict, and exploring current practices of managing conflict. The researchers discovered the majority of students habitually ignored conflicts or resorted to oral or physical aggression. Talking about the problem was the least common practice between students. Students constructed a T-chart reflecting their perceptions of conflict. It is interesting to note that students do not perceive conflict taking place until oral or

physical aggression is taking place. Students were introduced to the concept that conflict is a natural occurrence of life and consequently managing conflict is a key skill for successful interpersonal relationships. Literature was used throughout the unit to help students identify conflict and explore alternative solutions. Suggested literature can be found in Appendix C.

The fundamentals of conflict resolution followed this initial understanding of conflict. The subsequent lessons introduced "cooling off" as the first step in the "Talk It Out" process (See Appendix D). Students defined "cooling off," discussed its importance, brainstormed alternative techniques, and evaluated each suggestion for appropriateness in the school setting. Each classroom established a "Cooling Off" area under various pseudonyms such as "The Tranquility Forest."

The second stage in the "Talk It Out" intervention was learning to express feelings in an assertive, non-threatening manner. Students were introduced to "I" messages. A class constructed Venn diagram was utilized to compare and contrast "I" messages and "you" messages. Cooperative groups were given various situations to role play and practice using "I" messages. Students completed a reflection of themselves and others using "I" messages. A sample lesson plan can be found in Appendix E. A subsequent student graph indicated more students were implementing "you" messages. Researchers felt this indicated more practice and experience was crucial to internalizing the usage of "I" messages.

The next phase included identifying and practicing elements of good listening and their significance in the "Talk It Out" process. T-charts and other graphic organizers were created to indicate the components of poor listening

as well as good listening. Various situations were role played in cooperative groups and presented to the class to help students practice and develop the listening skills necessary to resolve conflicts.

The third step of the "Talk It Out" process, choosing a "win-win" solution, was not introduced concurrently in the four targeted classrooms due to disparate maturity levels of the students, calendar conflicts of the different districts, and teacher researchers' individual responsibilities. Students further explored "I" messages as a vehicle for communicating the wants and the needs of each person involved in a conflict. Students shared conflict scenarios, brainstormed solutions, evaluated solutions, and experienced numerous role playing situations that involved identifying their own needs, feelings, and rationales for each solution (See Appendix G). These activities were intended to help students gain a better understanding of the "win-win" process. A lesson plan for teaching "win-win" can be found in Appendix H. Numerous experiences with variations of these activities were necessary before students were able to negotiate independently. When students appeared comfortable with the process, teacher researchers introduced the concept of a designated conflict resolution area, under various pseudonyms such as "The Conflict Corner" and "The Peace Table," and established guidelines for its use (See Appendix I). Posters were displayed to help students visualize the necessary steps to negotiation. Teacher researchers noted that a few students seemed to lack the maturity to listen and work toward a "win-win" solution. Teacher researchers found activities and expectations needed to be modified for the kindergarten level. These students were not developmentally ready to reach complete resolution independently.

The next phase of this action plan involved active listening skills as an integral part of cooperative learning and encompassed the next four to five weeks. Many of the other social skills necessary for cooperative learning were already established and utilized on a daily basis. Researchers felt the previous data targeted listening as a fundamental deficit. The preliminary lesson included recognizing interruption as a form of disrespect and "interruptitius" as a "disease." Students subsequently learned the elements of active listening versus passive listening and demonstrated understanding of these differences with a Venn diagram. Student activities included construction of T-charts by cooperative groups and individual student reflections (See Appendix J). Students learned the importance of focusing attention on the speaker and using appropriate eye contact with the speaker through student generated discussions, role playing, graphic organizers, and the utilization of cooperative learning throughout the curriculum . A sample lesson plan is included in Appendix K. Paraphrasing was introduced, but the depth to which the students were able to implement this technique seemed to depend on the maturity of the students. Appendix L contains a sample lesson plan. The targeted kindergarten and second grade students primarily practiced repeating directions. Targeted third grade students struggled with paraphrasing the other students' feelings and needs. Researchers felt this technique requires consistent practice and reinforcement. Literature proved a valuable vehicle for demonstrating the consequences and rewards of cooperation and active listening. Some books focused on a group solution to a problem, while others emphasized the positives resulting from group effort (See Appendix M). An additional tool that was used throughout the project to check for understanding

was the use of daily graphs that related to the targeted skills (See Appendix N).

Presentation and Analysis of Results

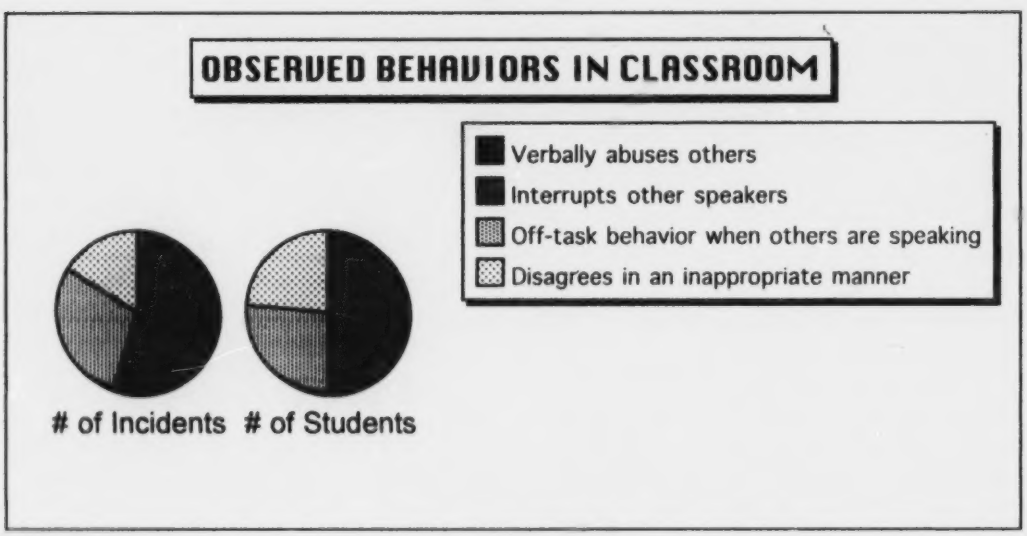
Post data collection was consistent with initial data collection procedures and implemented the same checklist (See Appendix A). Student reflections were compiled into individual and class books to supplement teacher observations and reflections in the teacher research journal. These comprised the end data collection for assessing the effectiveness of the prescribed interventions. Student reflections were also used to assess students' progress (See Appendix O).

To aid in creating an awareness of the targeted skills, teacher researchers created a recording device that consisted of five faces, ranging from a smiling face to a sad face (See Appendix P). At the beginning of each day clothespins labeled with each student's name were clipped to the initial smiling face. Movement to the next face ensued each time a student failed to exhibit the targeted skill. Each targeted classroom employed a system of moving clothespins either by student or teacher as deemed appropriate to the age and maturity level of the students. The teacher researchers would record on a tracking chart daily the number of students on each face (See Appendix Q). As movement to the next face was directly proportional to the number of incidents a particular student experienced, this record also indicated the number of incidents per day. Additionally, the teacher researchers recorded and reflected on this data in the research journals. This data was utilized to aid interpretation of the other post-data collected.

Post-data collected from behavioral checklists focused on two sectors of the school environment. Categories one through four garnered information on

the students' behaviors in the classroom. Categories five through eight reflected behaviors which occurred outside the classroom setting. There were four predetermined categories: verbally abusing others, interrupting speakers, off-task behaviors when someone is speaking, and disagreeing in an inappropriate manner. The information for behaviors that occurred in the classroom is graphically depicted in Figures 6, 7, and 8.

Figure 6

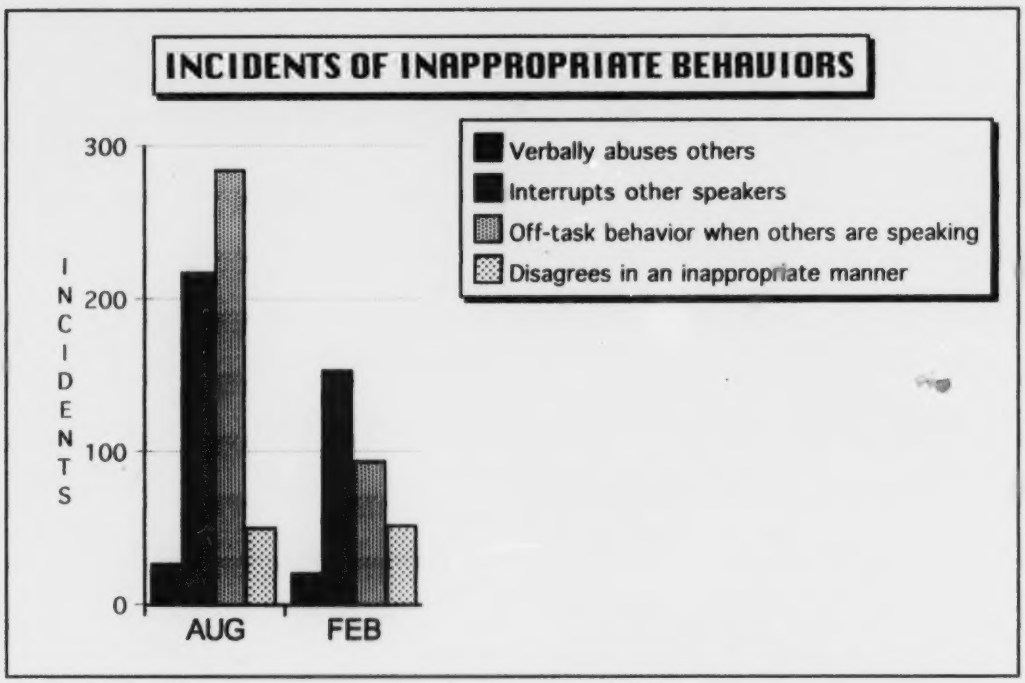


Of the 318 incidents, 6% involved verbally abusing others, 16% involved disagreeing in an inappropriate manner, 29% involved off task behavior when others were speaking, and 48% involved interrupting other speakers in the classroom. Additionally, the 318 incidents involved only 181 students. Of the involved students, 8% were involved in verbally abusing others, 24% were involved in disagreeing in an inappropriate manner, 27% were involved in off task behavior when others were speaking, and 42% were involved in interrupting other speakers in the classroom.

Of particular note is the decrease in the number of incidents of

inappropriate behavior between August and February as evidenced in Figure 7.

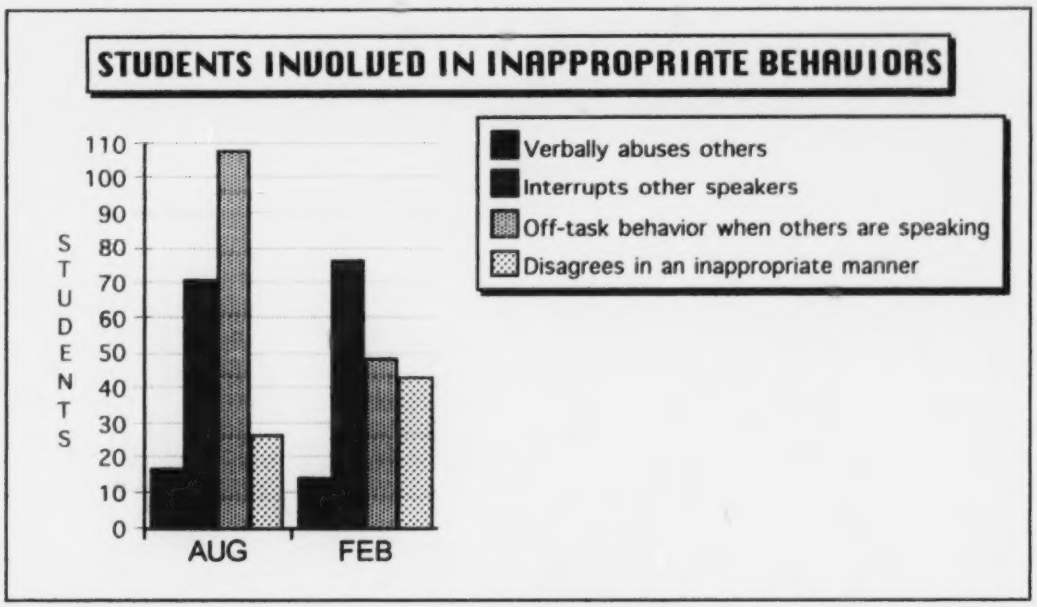
Figure 7



The number of overall incidents decreased from 578 to 318, a reduction of 45%. Off-task behavior when others are speaking showed a decline of 67%. A review of teacher research journals led researchers to surmise that as the school year progressed more engaged learning techniques were implemented and subsequently on-task behavior increased. Interrupting other speakers also decreased 29%. There was a 19% reduction in verbally abusing others. However, disagreeing in an inappropriate manner showed a slight 2% increase. Researchers felt this increase could be related to the number of behavior disorder students included in the classroom population. Furthermore, students who transfer in during the school year did not participate in the project in its entirety.

The number of students involved in inappropriate behaviors showed an overall decrease of 19% as indicated in Figure 8.

Figure 8

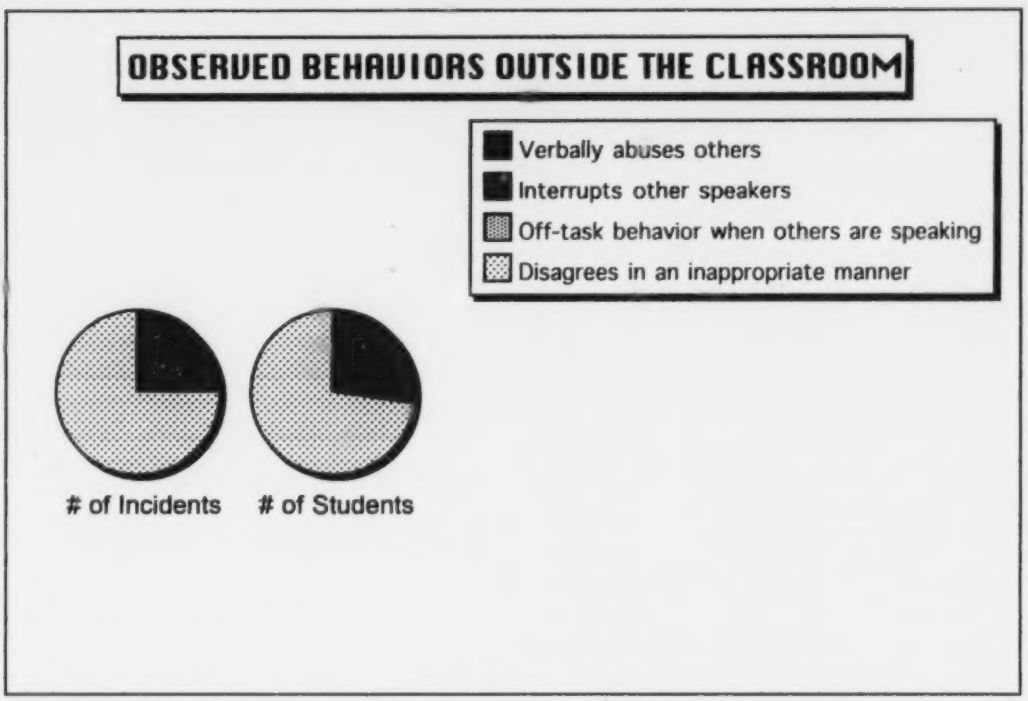


The number of students engaged in off-task behavior when others were speaking showed a dramatic decrease of 56%. Verbally abusing others dropped 18%. However, the number of students interrupting other speakers showed a slight increase of 7%. Although there was a 60% increase in the number of students disagreeing in an inappropriate manner, a review of teacher researcher journals indicated a limited number of students accounted for the majority of incidents. Researchers felt that in view of diagnosed problems, these students required a more comprehensive program to meet their particular needs.

The next three figures reflect a compilation of behaviors that occurred outside the classroom setting. Figure 9 suggests a marked decrease in inappropriate behaviors outside the classroom. Teacher researchers noted

that unsuitable responses to disagreements accounted for 75% of the inappropriate behaviors.

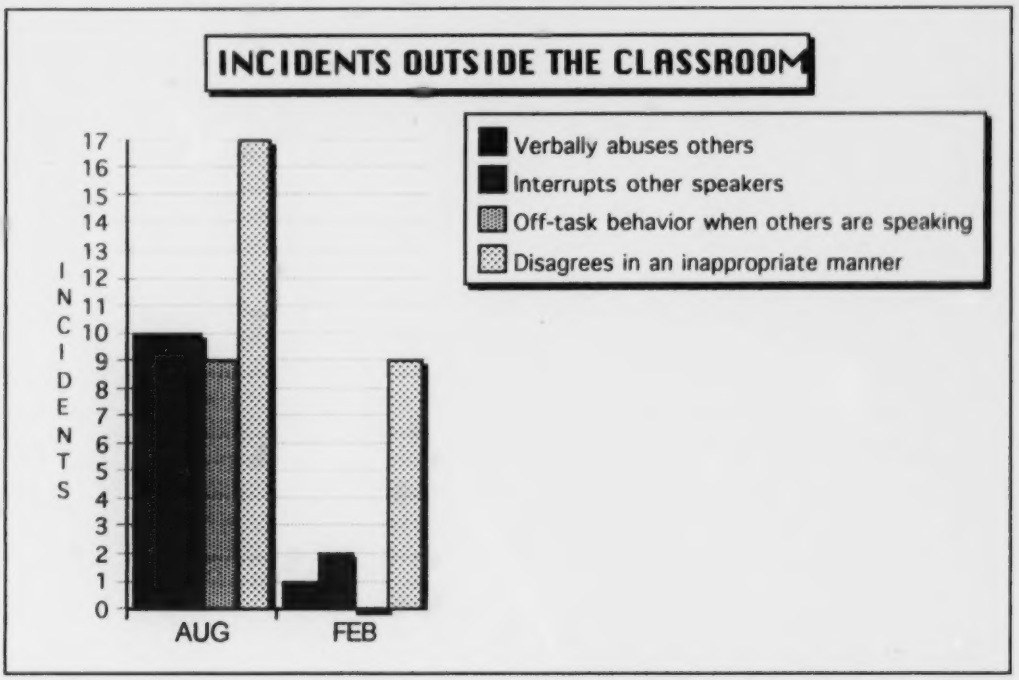
FIGURE 9


OBSERVED BEHAVIORS OUTSIDE THE CLASSROOM
Verbally abuses others
Interrupts other speakers
Off-task behavior when others are speaking
Disagrees in an inappropriate manner
# of Incidents
# of Students

Only 12 incidents were reported that occurred in settings other than the classroom. Of these, 75% were incidents of disagreeing in an inappropriate manner. Incidents involving interrupting other speakers accounted for 17%. Only 8% of the incidents involved verbally abusing others, and there were no incidents of off-task behavior. Eleven students were involved in the 12 incidents. The percentages were very similar to those reflecting the number of incidents. Students who disagreed in an inappropriate manner comprised 73%. Those students who interrupted other speakers represented 18%, and those who verbally abused others accounted for 9%.

The next figure reveals a 74% drop in the number of incidents that occurred outside the classroom.

FIGURE 10

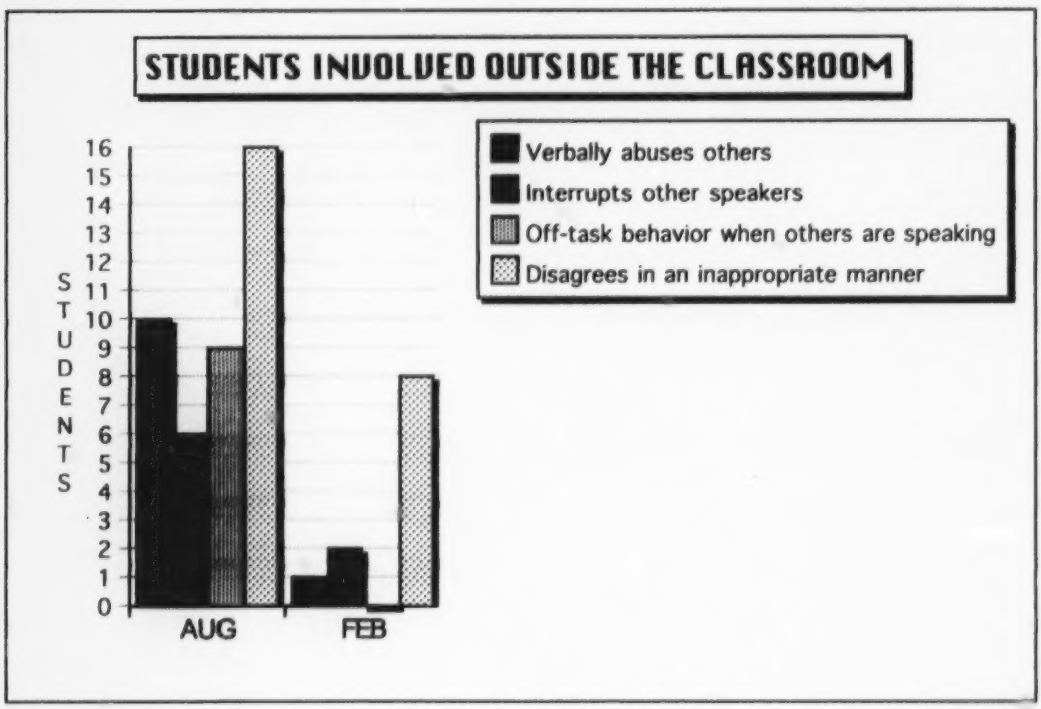


The off-task behavior appeared to have been eliminated, a 100% decrease. Verbally abusing others and interrupting speakers diminished 90% and 80% respectively. Although the previous figure indicated that the majority of the incidents were related to inappropriate responses to disagreements, the number of these incidents dropped 47%. The researchers believe that the interpersonal skills taught and developed in the classroom setting transferred to other settings. They felt another factor could be the recounting of the incidents by other school personnel. Only the most serious misbehaviors appeared to be related to the teacher researcher. Furthermore, disagreeing inappropriately, which included physical contact,was more easily observable

than the other behaviors in settings such as the playground and lunchroom.

Figure 11 indicates a similar drop in the number of students involved in inappropriate behaviors.

FIGURE 11

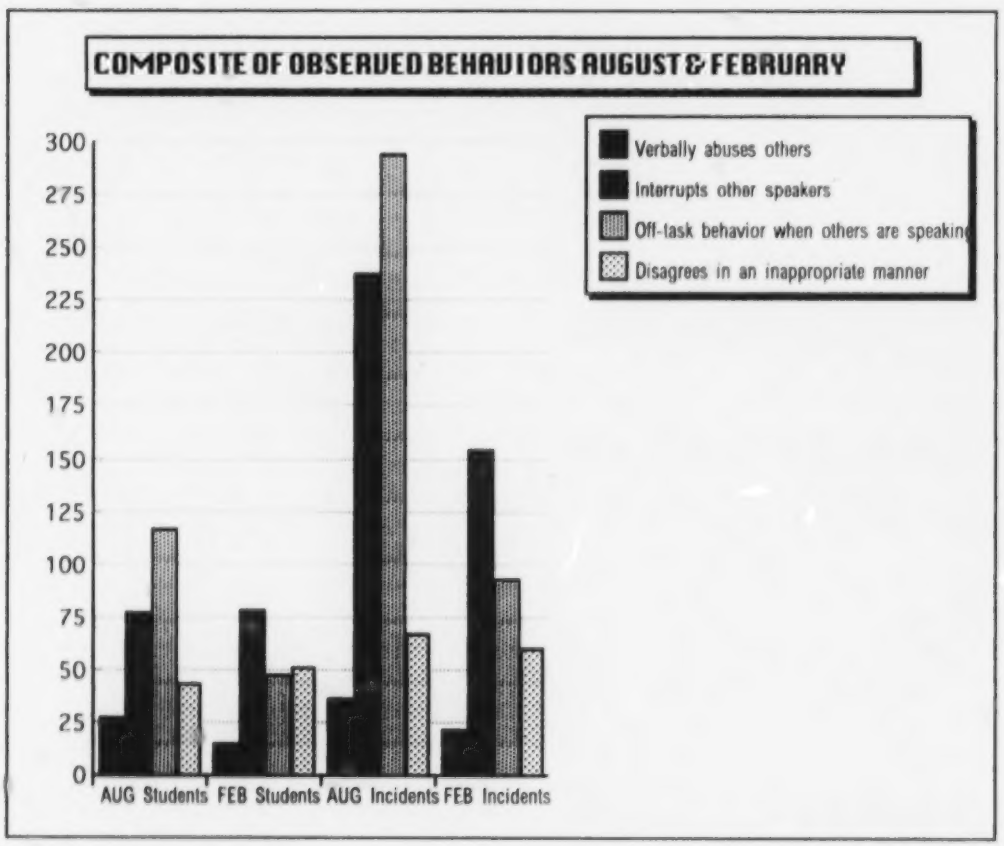


The total number of students involved decreased from 41 to 11, indicating a regression of 73%. Off task behavior when others were speaking was eliminated. Verbally abusing others diminished 90%. Interrupting others experienced a 67% reduction. Fifty percent less students were involved in disagreeing inappropriately. Researchers discerned from their journals that the conflict resolution intervention generated these positive results for the majority of students. Students now possessed the critical skills for diffusing routine

conflicts and were able to use them when applicable.

Figure 12 illustrates the composite decrease of incidents and students involved between August and February. These numbers include behaviors in the classroom setting and outside the classroom setting. Overall the findings indicate the number of incidents dropped from 624 to 330, a 47% decrease. The number of students involved dropped 27%, from 264 to 192. The teacher researchers' journals indicated only 12% of the targeted students continued to display inappropriate behavior on a consistent basis.

FIGURE 12



Conclusions and Recommendations

Based on the presentation and analysis of the data amassed throughout this intervention, the students manifested a growth in appropriate behavior. The use of children's literature served as a vehicle to foster identification and understanding of various facets of conflict resolution and cooperative learning. The social skills ascertained through these mediums indicate a transfer to interpersonal behavior.

Children's literature was an effective instrument in establishing conflict as an inherent aspect of life. The stories enabled students to identify the conflict and explore alternate solutions. Some texts embodied group effort as producing positive results, a significant concept in cooperative learning. Students gleaned understanding of feelings and needs through the thoughtful utilization of books and activities. The teacher researchers observed a marked growth in the verbal communication of feelings. Diversity was another issue reinforced with literature selections. An understanding for how disparate backgrounds can lead to conflict and how an appreciation of diversity can resolve conflicts was brought to the fore through literature. Due to the homogeneous character of the targeted schools, transfer of this skill may be more difficult to discern. Students developed open-ended problem solving skills as they probed for alternate solutions to characters' problems and evaluated the consequences of each solution. The teacher researchers felt this strengthened awareness of what constituted conflict and established a schema for solution alternatives and ramifications. Through literature students discerned that appropriate behavior and cooperation can lead to "win-win" solutions.

As conflict resolution was taught and practiced, numerous students were observed using the "Talk It Out" steps to attempt to solve their own problems. Others implemented conflict resolution in varying degrees. This appeared somewhat dependent on maturity level and persona. Several students were able to reach consensus without teacher intervention through the conflict resolution process. Observing students taking the initiative to attempt to resolve their problems in an appropriate manner was a rewarding experience.

The teacher researchers observed that the majority of students developed a cognizance of the conflict resolution strategies. However, the maturity level of the students seemed to affect the degree to which students were able to implement this process. The targeted kindergarten students seemed to have difficulty going beyond the awareness level. Researchers discovered that although most students utilized a form of "I" messages satisfactorily, the appropriate response was frequently not in evidence. Student reflections indicated a frustration with attempting to execute "I" messages and consequently being ignored. Therefore, it is recommended that lessons be formulated that specifically teach appropriate responses to "I" messages. It was noted that second grade students still exhibited the need for teacher guidance to resolve conflicts as formulating a solution plan posed great difficulty for many of these students. In most cases, the teacher was able to serve as a mediator to assist students to work toward a "win-win" solution. Although all conflicts were not resolved independently, the teacher researchers felt that most students did exhibit a new awareness of appropriate behavior as a result of a heightened cognizance of other people's feelings and needs. Students from the four targeted classrooms demonstrated a more

empathetic attitude toward others and became more autonomous problem solvers, thereby reducing teacher time and energy needed for conflict intervention.

Furthermore teachers perceived general student growth in the affective domain. The teacher researchers felt increased proficiency in recognizing and resolving conflicts had established an important infrastructure for effective cooperative learning experiences. Targeted students acquired an increased awareness of good listening skills relative to respect for other people's opinions and feelings. However, impulsivity continued to be a challenge at this developmental level. Although a reduction in the incidents of interruptive behaviors resulted, interruptions continued to be a common occurrence. Teacher researchers feel care should be exercised in fostering student enthusiasm but not allowing that enthusiasm to obstruct the right of others to be heard. Tolerance and respect for diverse ideas when reaching consensus were skills fostered through utilization of active listening in cooperative learning. Students ascertained that by listening and collaborating, they could help create a caring classroom community. Many students frequently asked to work with their group rather than work alone. This was perceived as a positive anomaly from the beginning of the year. The research data suggested substantial growth in utilization of interpersonal skills.

Another observation by the teacher researchers was that the data included six students from the targeted classrooms who were diagnosed Attention Deficit Disorder, Attention Deficit Hyperactivity Disorder, and Behavior Disorder. These students accounted for a majority of the recorded incidents of inappropriate behaviors. Researchers felt the growth in these students was

limited and their behaviors frequently influenced the other students.

The researchers unequivocally recommend the implementation of the three components of the intervention. Implementation of isolated components would not be as effective.

Using children's literature as an integral part of instruction in the areas of conflict resolution and cooperative learning is highly recommended because it was effective in delineating conflicts, evaluating solutions, and demonstrating the importance of cooperation. Books and stories also provided an excellent source for discussion and provided insight into choices and consequences. Students could clearly discern the implications of choices leading to positive and negative consequences.

Additionally, the teacher researchers highly recommend conflict resolution training prior to introducing cooperative learning. This intervention provides problem solving skills critical for successful implementation of cooperative learning. Overlooking conflict resolution training, may leave students void of the necessary insight, understanding, and problem solving skills necessary for cooperative learning. Although conflict resolution was a difficult concept for the lower elementary students, the researchers felt that even the youngest students need exposure to the ideas and the processes. The kindergarten teacher ascertained it may be more beneficial to concentrate on one or two skills and augment these the next year with additional skills as young students may need more practice before proceeding to the subsequent skill. The teacher of the targeted third grade students recommends teaching conflict resolution on a daily basis at the beginning of the school year and then reinforcing and nurturing the skills as needed. Mastery of conflict resolution

may take several years, but even if the negotiation process is not mastered, the experience imparts insight and provides tools to solve conflicts in an appropriate manner.

Cooperative learning is put forth as a viable strategy for cultivating bonding, trust, and the importance of collaboration. Active listening is a cornerstone for successful cooperative group experiences. Incorporation into all curricular areas is a pivotal component of this intervention. These are essential life skills.

It was difficult to find allotted time to cover all aspects of the interventions. To insure transfer to real life situations, researchers suggest conflict resolution and cooperative learning skills need to be practiced and reinforced until they become routine. These interventions developed an awareness of appropriate interpersonal skills. However, the teacher researchers feel these skills must be nurtured by the targeted students' future educators. Consequently, the researchers recommend that conflict resolution training becomes part of the regular curriculum. Depending on the age and maturity level of the students, the researchers propose that the timeline for these interventions be compacted or expanded.

The intervention will be continued for the remainder of the 1996-1997 school year as a means of improving interpersonal skills. The teacher researchers consider this threefold intervention a worthwhile instrument in providing a life skill strategies. We adhere to the belief that fostering the acquisition of interpersonal skills in young children makes a difference in their lives today and empowers them to resolve conflicts peacefully tomorrow.

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Appendix

Appendix A
Pre- and Post Data Checklist

BEHAVIOR CHECKLIST

BEHAVIOR	NUMBER OF INCIDENTS	NUMBER OF STUDENTS INVOLVED
verbally abuses others in the classroom		
interrupts other speakers in the classroom		
off task when others are speaking in the classroom		
disagrees in an inappropriate manner in the classroom		
verbally abuses others outside the classroom		
interrupts other speakers outside the classroom		
off task behavior when others are speaking outside the classroom		
disagrees in an inappropriate manner outside the classroom		

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Appendix B
Teacher Survey Cover Letter

August 28, 1996

Dear Colleagues,

As part of my graduate work at Saint Xavier University, I am implementing a project to improve students' interpersonal skills. As part of my work, I am asking you to complete the attached survey. Participation is voluntary and responses will be held in confidence.

Please complete and return the survey by Friday, September 6.

Thank you,

Appendix B
Teacher Survey

Teacher Survey Fall 1996
Classroom Behavior

Please circle the best answer.

1. Respectful communication was a major issue in my classroom in 1995-1996.
   strongly agree agree disagree strongly disagree

2. It is the role of the school to formally address behavioral issues.
   strongly agree agree disagree strongly disagree

3. Character development should be a part of the present curriculum.
   strongly agree agree disagree strongly disagree

The following questions on this survey refer to the frequency of occurrences, **not** the intensity of the occurrences. Please circle the answer that best denotes how often the following behaviors were a problem in your classroom last school year.

4. The group verbally abused other people in the classroom.
   frequently sometimes seldom never

5. This group interrupted other speakers in the classroom.
   frequently sometimes seldom never

6. This group disagreed in an inappropriate manner in the classroom.
   frequently sometimes seldom never

7. This group was off task when others were speaking in the classroom.
   frequently sometimes seldom never

8. This group verbally abused other people in settings other than your classroom.
   frequently sometimes seldom never

9. This group interrupted other speakers in settings other than your classroom.
   frequently sometimes seldom never

10. This group was off task in settings other than your classroom.
    frequently sometimes seldom never

11. This group disagreed in an inappropriate manner in settings other than your classroom.
    frequently sometimes seldom never

Please add any comments which might be useful on the back of this sheet.

Thanks for your time and effort!

Appendix C
List of Related Literature for Conflict Resolution

A Chair for My Mother by Verna Williams

Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst

Alexander Who's Not (Do You Her Me? I Mean It) Going to Move by Judith Viorst

Amazing Grace by Mary Hoffman

Angel Child, Dragon Child by Michelle Maria Surat

The Apple War by Bernice Meyers

Babar and the Wully-Wully by Laurent De Brunhoff

The Berenstain Bears and the Bully by Stan and Jan Berenstain

The Butter Battle by Dr. Seuss

Charley the Caterpillar by Dom DeLuise

Chicken Sunday by Patricia Palocco

A Children's Book About Settling by Joy Berry

A Children's Book About Gossiping by Joy Berry

Frederick by Leo Lionni

The Grouchy Ladybug by Eric Carle

The Hating Book by Charlotte Zolotow

The Honey Hunters by Francesca Martin

How the Second Grade Got $8,205.50 to Visit the Statue of Liberty by Nathan Zimelman

How Spider Saved Valentine's Day

The Island of the Skog by Steven Kellogg

The Knight and the Dragon by Tomie dePaola

Leo the Lop by Stephen Cosgrove

Let's Be Enemies by Janice May Udry

Little Red Riding Hood--A Newfangled Prairie Tale by Lisa Campbell Ernst

Maggie and the Pirate by Ezra Keats

Mean Max Chickens Out by John Paterson

Molly's Pilgrim by Barbara Cohen

A Monster Followed Me to School by Mercer Mayer

Mufaro's Beautiful Daughter by John Steptoe

Old Henry by Joan W. Blos

Oliver Button Is a Sissy by Tomie dePaola

The Quarreling Book by Charlotte Zolotow

The Reluctant Dragon by Kenneth Grahame

Six Crows by Leo Lionni

Sherman Is a Slowpoke by Mitchell Sharmat

Smoky Night by Eva Bunting

Stevie by John Steptoe

Swimmy by Leo Lionni

Tar Beach by Faith Ringgold

The Teacher from the Black Lagoon by Mike Thayer

The True Story of the Three Little Pigs by Jon Scieszka

Tyrone the Horrible by Hans Wilhelm

Who's in Rabbit's House by Verna Aardema

The Zax by Dr. Seuss

Appendix D
Talk It Out Guidelines

Talk It Out–Option 1

1. **Stop and cool off.**
2. **Use "I" statements and listen to each other.**
3. **Find out what you both need.**
4. **Brainstorm solutions.**
5. **Choose a solution you both like.**
6. **Make a plan and use it.**

Talk It Out–Option 2

1. **Cool off.**
2. **Talk and listen.**
3. **Think of ways to solve the problem.**
4. **Choose the idea you both like best!!**

Appendix E
Sample Lesson Plan--Second Grade

Learning to Express Feelings Appropriately

Objectives:

- ***to give students practice in using "I" messages***
- ***to introduce students to expressing feelings in an assertive, non-threatening way***

Materials:

- ***The Hating Book*** by Charlotte Zolotow
- Paper
- Pencils

Procedure:

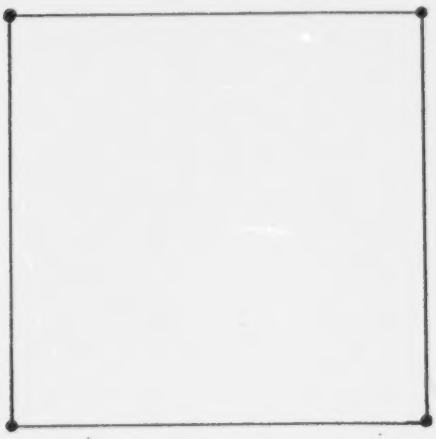
- Introduce the lesson by reading *The Hating Book* by Charlotte Zolotow.
  - Follow with a discussion of the story's conflict.
  - Questions for discussion:
    - What was the girl's problem?
    - What caused her problem?
    - What could have eliminated her problem?
- Introduce "you" messages and "I" messages by using the following role play.
  - "You" messages
    - Bring a volunteer to the front of the room. Tell them to pretend they went to recess and Student A says, "You wouldn't play with me at recess, so I'm not going to be your friend anymore!"
    - Ask Student B: How did that make you feel? What might happen next?
  - "I" messages
    - Now have Student A say, "I felt angry when you wouldn't play with me at recess because I felt left out."
    - Ask Student B: How did you feel that time? What might happen now?
  - Do a Venn diagram comparing and contrasting "I" messages and "you" messages. Bring out that Student B knows what was bothering Student A without feeling blamed.
- Practice the skill.
  - Introduce the "I" message format: ***I feel*** _____ ***when you*** _____ ***because*** _____.

- Students practice using "I " messages with a partner. Give suggestions for practice, such as:
    - pushing
    - cutting in line
    - name calling
    - not sharing equal parts of work
- Refer back to *The Hating Book* and brainstorm "I" messages that the girl could have used.
- Transfer
    - Ask students to share situations when they could have used an "I" message.
    - Have students complete this sentence: ***I feel _____ when we use "I" messages because _____.***
    - Students complete *Using "I" Statements.*

Appendix E
Worksheet for Sample Lesson Plan

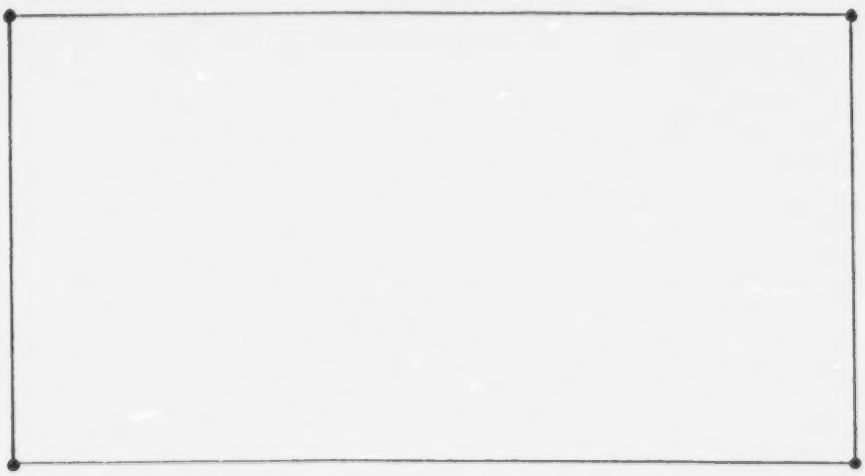
Using "I" Statements

How I look:



A time when I did this: _____

Pictures of Others Doing This:



Appendix F

Suggested Situations for Role Playing Win-Win Solutions

>When Jill tells a friend that her goldfish died, she starts to cry. Her friend laughs. (2 students)

>Sam is playing. His little brother tries to play with him. Sam gets angry. (2 students)

>Ashley saw a friend steal their teacher's wallet. Ashley tries to talk to her friend. (2 students)

>Jacob saved up for a year to buy a special book. Jacob lets his best friend borrow the book. When the book is returned, the pages are torn. (2 students)

>Amanda's best friend said she'd come over to play after school. She didn't come. Amanda feels hurt and tries to talk with her friend. (2 students)

>Randy sits beside two friends eating lunch at school. He tries to talk to them. They ignore him. (3 students)

>Tim and his friend are working on a project. Tim hasn't done his part so the project might be late. (2 students)

>Jamie and Joey are best friends. A new student tries to make friends with Joey. Jamie gets upset. (3 students)

>Two students see a marker and try to pick it up at the same time. They get mad at each other. (2 students)

>When Brandi plays with another student, her best friend looks mad. Brandi tries to talk with her friend. (3 students)

>It's Nick's birthday party. He wants to play a game and two of his friends want to do something else. (3 students)

>Matt's two friends are swinging and not letting others swing. Matt tries to talk with his friends. (3 students)

>Chrissy's best friend makes fun of a new student. Chrissy wants to be friendly toward the new girl. (3 students)

>Danielle wants to be alone. Two friends try to talk her into riding skateboards with them. (3 students)

Appendix G
Brainstorming Worksheet

Brainstorming Solutions

The Problem: What can you do right now so that . . .

_____ *gets what s/he needs,* _____ *gets what s/he needs?*

IDEAS	How we feel about the idea ...	
	_____ Name	_____ Name
[ ] _____	○	○
[ ] _____	○	○
[ ] _____	○	○
[ ] _____	○	○
[ ] _____	○	○
[ ] _____	○	○

Solution Plan

Remember: Good solutions are realistic, balanced, *and* satisfy the needs of <u>everyone</u> involved!!!!

First, _____

_____

Then, _____

_____

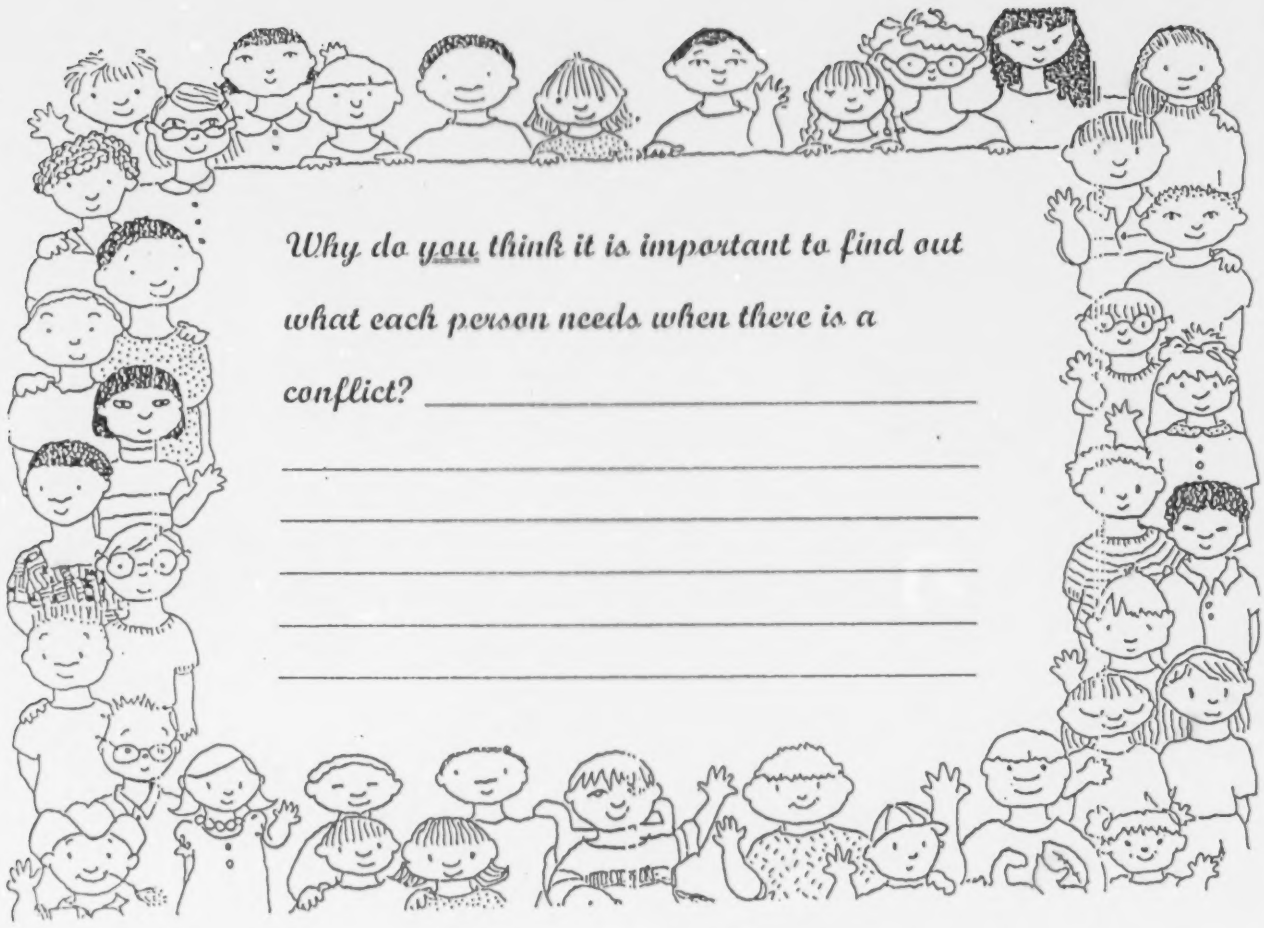
Finally, _____

_____

If the plan doesn't work, _____

_____

_____



Why do you think it is important to find out what each person needs when there is a conflict? _____

_____

_____

_____

_____

_____

Appendix H
Sample Lesson Plan--Third Grade

Choosing Win-Win Solutions

Objectives:

- ***to practice brainstorming***
- ***to practice evaluating win-win solutions***

Materials:

- ***Talk It Out*** poster
- Brainstorm solutions worksheet
- Problem worksheet
- Reflection

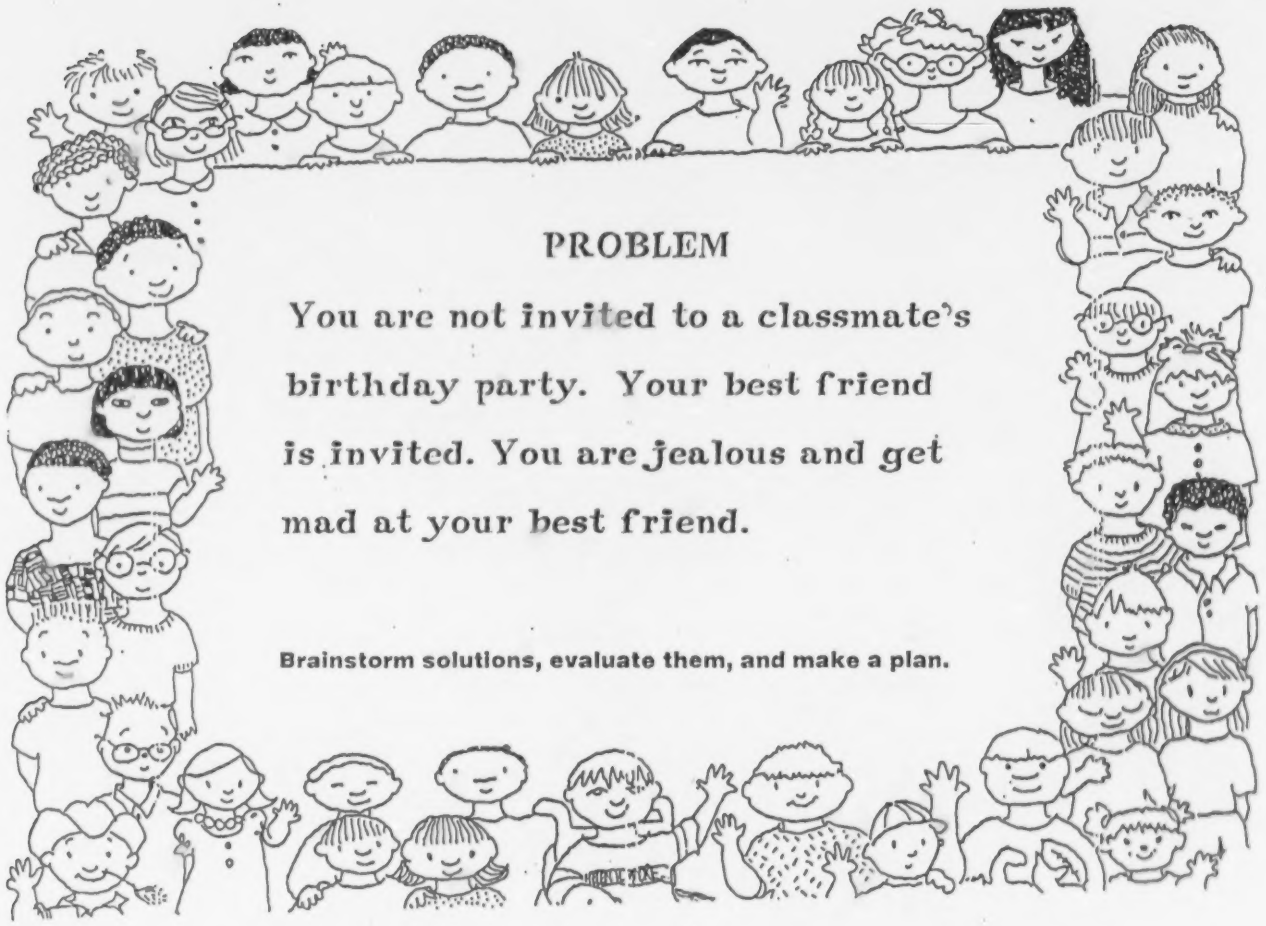
Procedure:

- Introduce Step 4 of the Talk It Out process: ***Brainstorming Solutions.***
  - Tell students the next step is to brainstorm as many ways as we can to solve a problem.
  - Present a typical classroom problem. Have students brainstorm as many solutions as possible.
  - Record on the chalkboard or overhead.
- Introduce Step 5 of the Talk It Out process: ***Choosing a Solution.***
  - Tell students we are now going to look at the solutions and evaluate how each person involved would feel about each solution.
  - Beside each solution draw two circles and label them with each involved student's name.
  - Next go through each solution and fill in the circle with a face displaying each student's feeling: happy, O.K., or sad.
  - Go back through the list and find the solutions with two happy faces.
  - Explain to the students that these are the fair solutions--win-win.
  - Convey to students that in order for a solution to be fair, it must be realistic, cooperative, and need satisfying for all involved.
- Introduce Step 6 of the Talk It Out process: ***Making a Plan.***
  - Choose one of the fair solutions from above.
  - Formulate a plan with the class to carry out the solution.
- Practice
  - Give each pair of students the Problem sheet.

- ◇ Students work with their partner to brainstorm solutions, evaluate them, and make a plan.
- ◇ Share with another group of two.

◆ Transfer

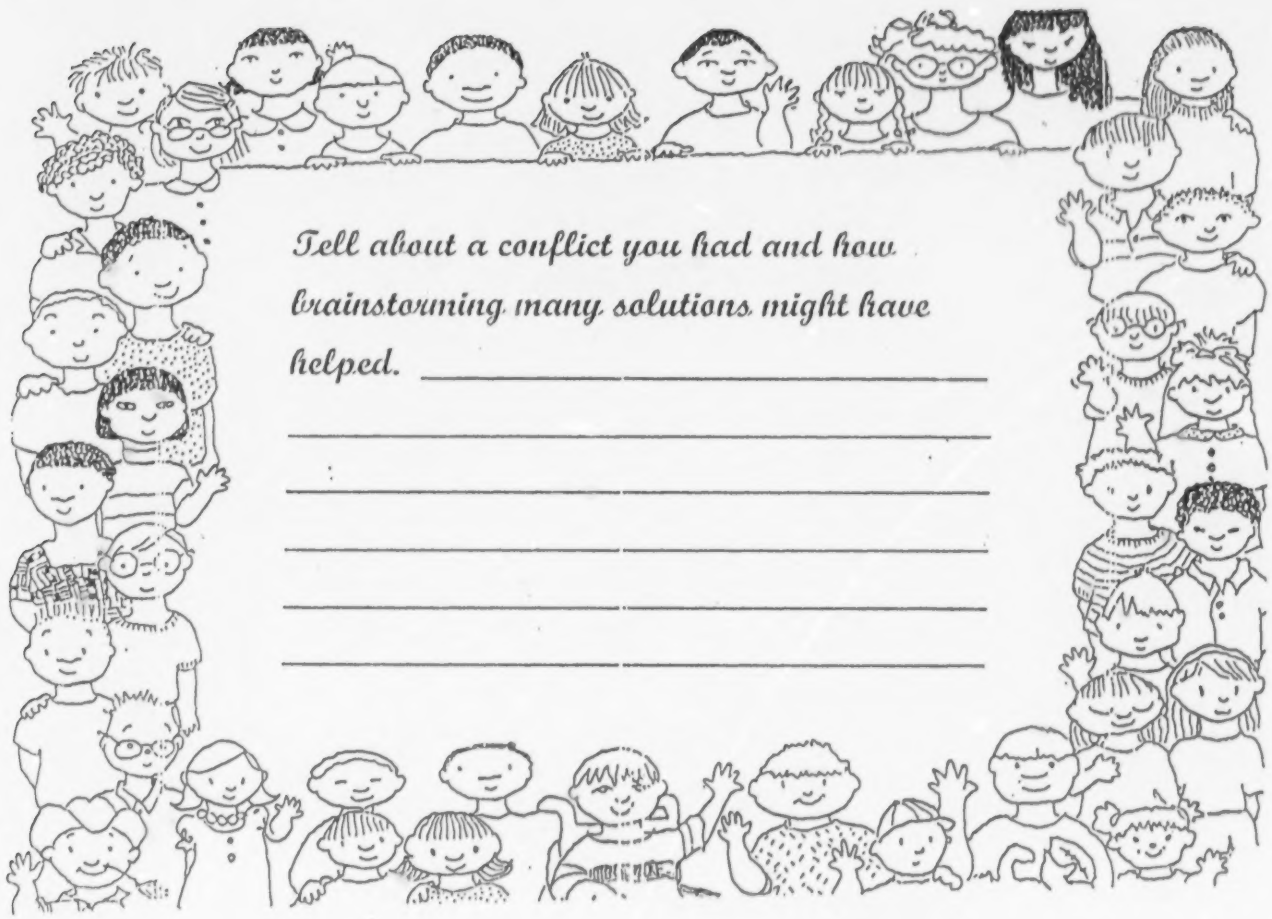
- ◇ Reflect on a conflict from the past and how brainstorming solutions might have helped.



PROBLEM

You are not invited to a classmate's birthday party. Your best friend is invited. You are jealous and get mad at your best friend.

Brainstorm solutions, evaluate them, and make a plan.


Tell about a conflict you had and how brainstorming many solutions might have helped.

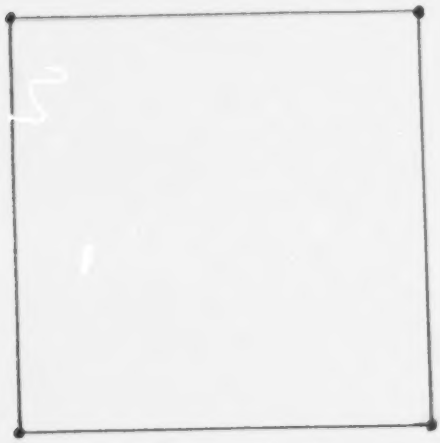
PEACE TABLE GUIDELINES

1. **Treat each other with respect.**
2. **Let each person speak without being interrupted.**
3. **Work to solve the problem fairly.**

Appendix J
Listening Without Interrupting

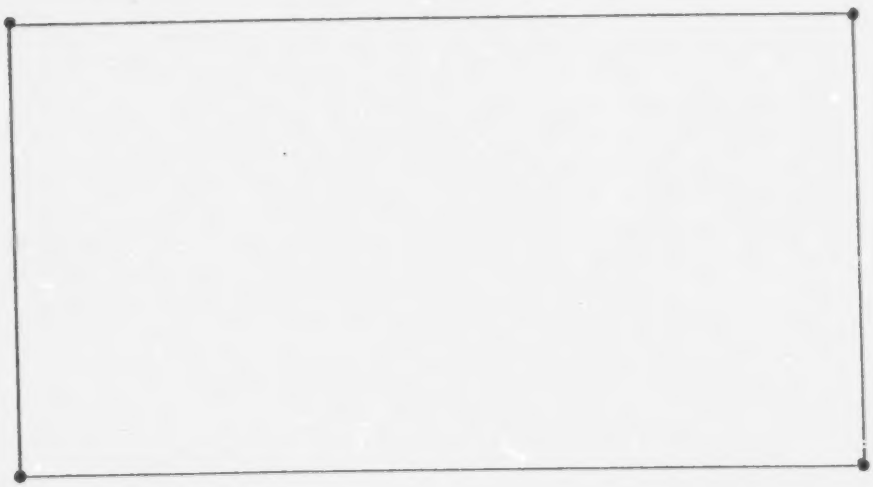
Listening Without Interrupting

How I look:



A time when I did this: _____

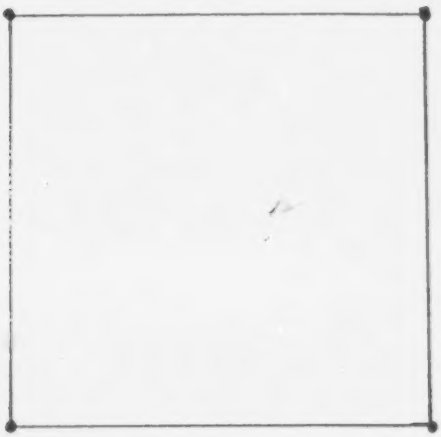
Pictures of Others Doing This:



Appendix J
Looking at the Person Who Is Talking

Looking at the Person Who Is Talking

How I look:



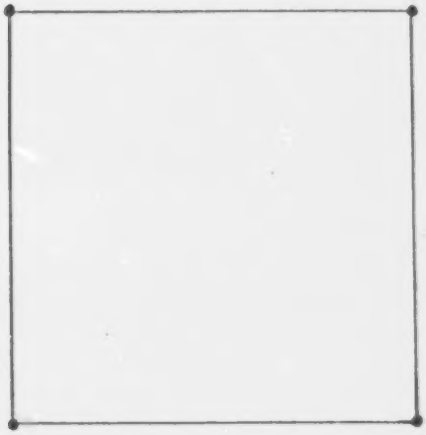
A time when I did this: _____

Pictures of Others Doing This:

Appendix J
Sharing Ideas

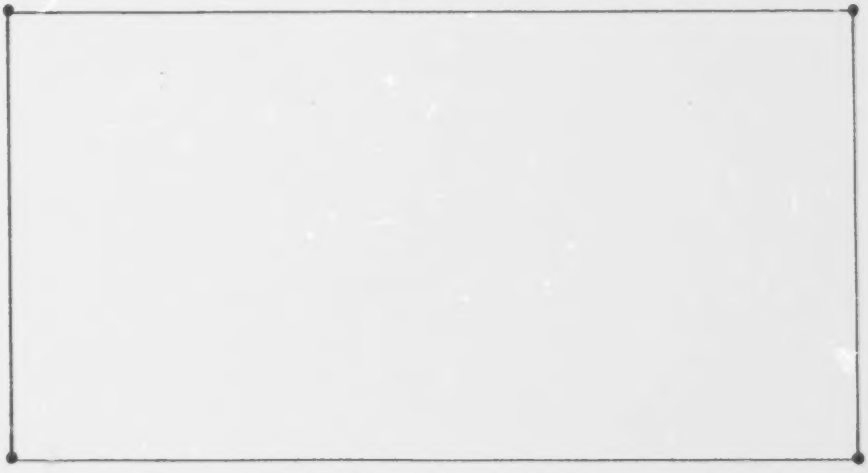
Sharing Ideas

How I look:



A time when I did this: _____

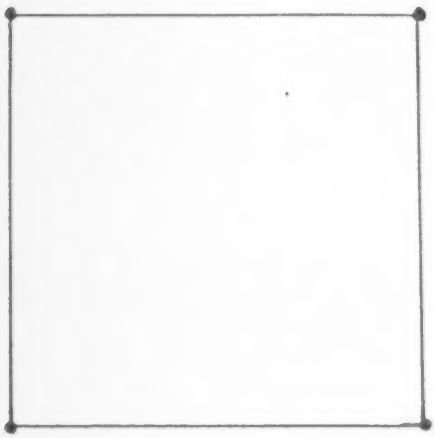
Pictures of Others Doing This:



Appendix J
Sharing Materials

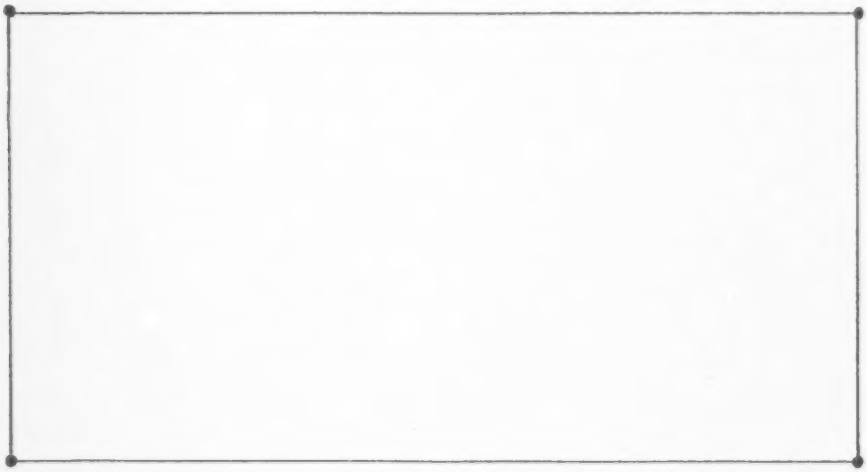
Sharing Materials

How I look:



A time when I did this: _____

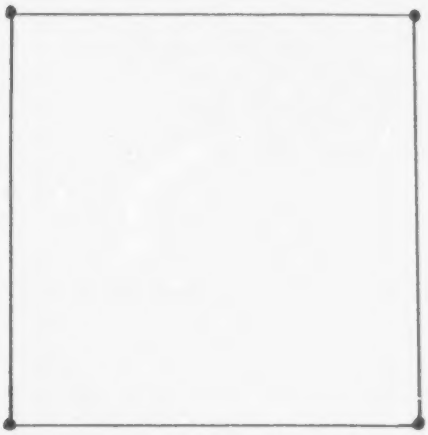
Pictures of Others Doing This:



Appendix J
Using "Happy Talk"

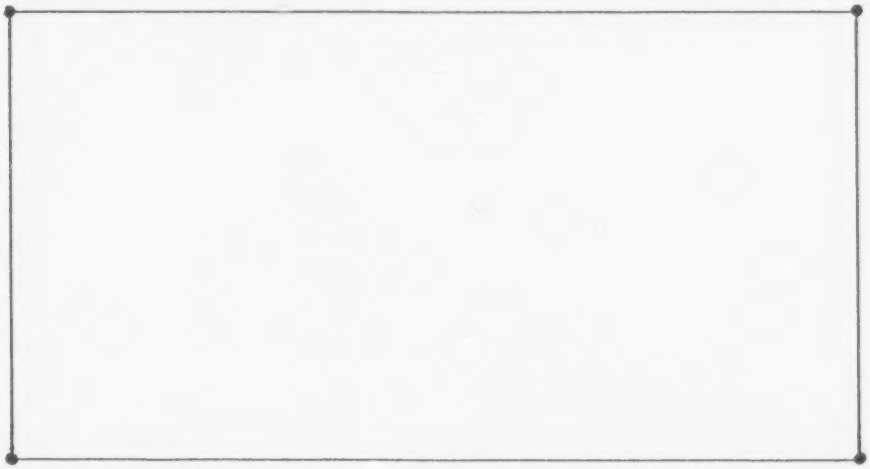
Using "Happy Talk"

How I look:



A time when I did this: _____

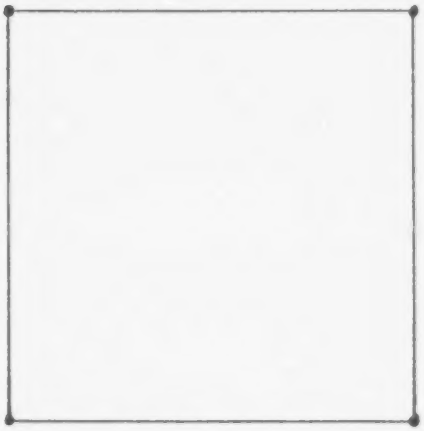
Pictures of Others Doing This:



Appendix J
Talking Nicely to Others

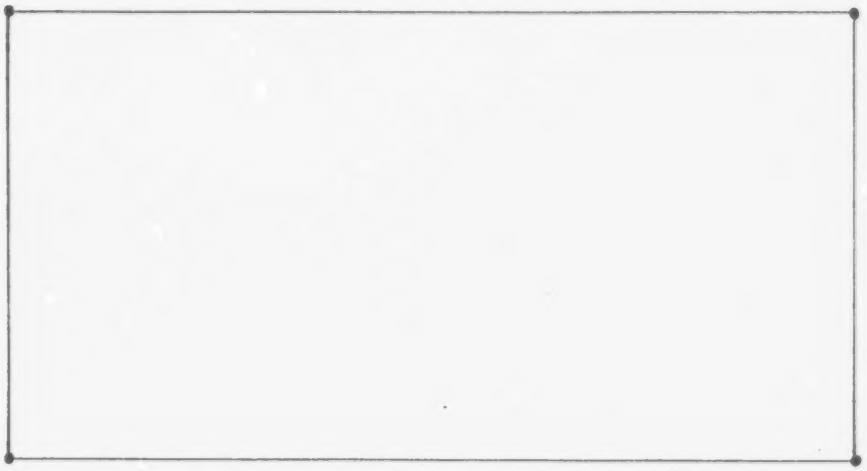
Talking Nicely to Others

How I look:



A time when I did this:_____

Pictures of Others Doing This:



Appendix K
Sample Lesson Plan--Kindergarten

Good Listening

Objective:

- ***to practice good listening with peers***

Materials:

- ***Nobody Listens to Andrew***
- Chart paper
- Markers
- Puppets
- ***How to Talk It Out*** poster

Procedure:

- Read the story ***Nobody Listens to Andrew*** to students.
  - Discuss events of the story.
  - Suggested discussion questions:
    - *What do you think would have happened if people would have listened to Andrew right away?*
    - *How do you think the story would have changed?*
    - *Explain your idea of what might have happened if Andrew wasn't able to find anyone to listen to him.*
  - Discuss the purpose for listening as Think-Pair-Share or as a whole group.
  - Identify poor listening behaviors.
    - Introduction
      - *Pretend you are telling someone something that is important to you . . .*
      - *How would you know the person is listening to you?*
      - *How would you know if the person were not listening to you?*
      - *The activity we are about to do will help us find out.*
    - Activity
      - Have class observe the teacher and a student (or puppets) role play.
      - One partner is telling the other about a favorite animal toy.
      - The other partner is doing everything possible to show he/she is not listening.
      - After a brief period of time, ask the partners to tell each other how they felt in their roles.

- ◇ Make a T-chart of poor listening as a class.
- ◇ Repeat the above activity with roles reversed and add additional poor listening behaviors to the T-chart.

◆ Identify good listening behaviors.

- ◆ Repeat the above activity with these modifications.
  - ◇ The person who is listening is to do everything possible to show that he/she is listening.
  - ◇ Discuss feelings and roles.
  - ◇ Formulate a T-chart of good listening behaviors.

◆ Transfer

- ◇ Discuss other times when good listening is important, i.e. problem solving and conflict situations.

Appendix L
Sample Lesson Plan--Second Grade

Learning to Paraphrase

Objective:

- ***to develop basic paraphrasing skills***

Materials:

- Chart paper
- Markers

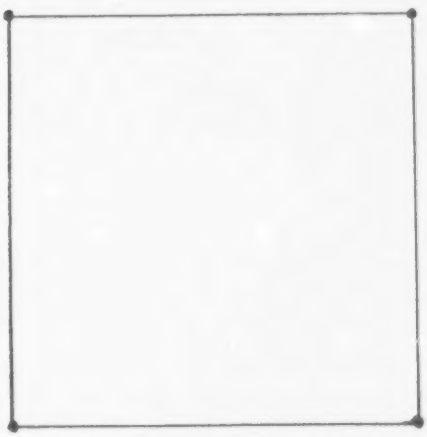
Procedure:

- Introduction
  - Write the term ***paraphrasing*** on chart paper.
  - Brainstorm possible meanings
  - Explain the meaning of paraphrasing
- Modeling
  - With a student volunteer, demonstrate paraphrasing.
- Practice
  - Have two student volunteers practice in front of the class
  - Students work in partners to paraphrase conversation.
- Transfer
  - Students complete statement: ***I used paraphrasing when I*** _____.
  - Students complete reflection sheet *Repeating What Someone Says.*
- Evaluation
  - Teacher observation of students using the skill.

Appendix L
Student Reflection

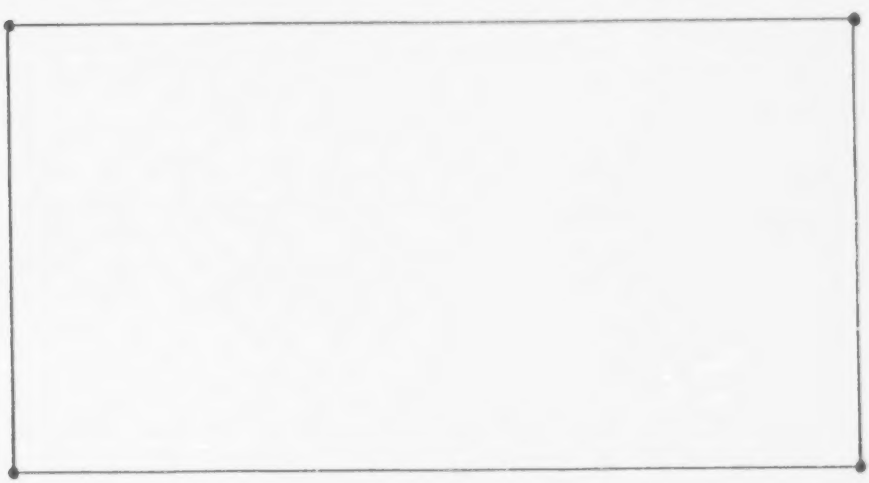
Repeating What Someone Says

How I look:



A time when I did this: _____

Pictures of Others Doing This:



Appendix M
List of Related Literature for Cooperative Learning and Listening

Anansi the Spider: A Tale from the Ashanti retold by Gerald McDermott

Arthur's Nose by Marc Brown

The Biggest Bear by Lynd Ward

A Chair for My Mother by Vera William

Chicken Sunday by Patricia Polacco

The Empty Pot by Demi

Fanny by Stephen Cosgrove

Hattie and the Fox by Mex Fox

How the Second Grade Got $8,205.50 to Visit the Statue of Liberty by Nathan Zimelman

I Hate English by Ellen Levine

Listen to the Rain by Bill Martin, Jr.

Little Bear's New Friend from Reader's Digest KIDS

Little Penguin's Tale by Audrey Wood

Lollipop Dragon on Turn Taking by

Mert the Blurt by Robert Kraus

Mr. McGill Goes to Town by Jim Aylesworth

The Pied Piper of Hamelin a German Folktale

Rain Talk by Mary Serfozo

Sam Johnson and the Blue Ribbon Quilt by Lisa Campbell Ernst

Senor Coyote Settles a Quarrel a Mexican Folktale

Six Crows by Leo Lionni

Stone Soup by James Buechler

Swimmy by Leo Lionni

Thy Friend Obidiah by Brinton Turkle

Tyrone the Horrible by Hans Wilhelm

Why Mosquitoes Buzz In People's Ears by Verna Aardema

The Wise Judge an Italian Folktale

Appendix N
Sample Questions for Daily Graph

>Have you ever used fighting to solve a problem?

>Have you ever ignored a problem to solve it?

>Have you ever called anyone a name?

>Have you ever acted like "Mean Max"? (or any other literature character)

>Have you ever used "you" statements to solve a problem?

>Have you every used "I" statements to solve a problem?

>Do you ever do work when someone is speaking?

>Do you ever talk while someone is speaking?

>Do you ever raise your hand while someone is speaking?

>Do you ever get into your desk when someone is speaking?

>Do you find out what the other person needs when you have a conflict?

>Have you ever used brainstorming solutions to help resolve a conflict?

>Is it difficult to not interrupt when someone is speaking?

>Are you an active listener?

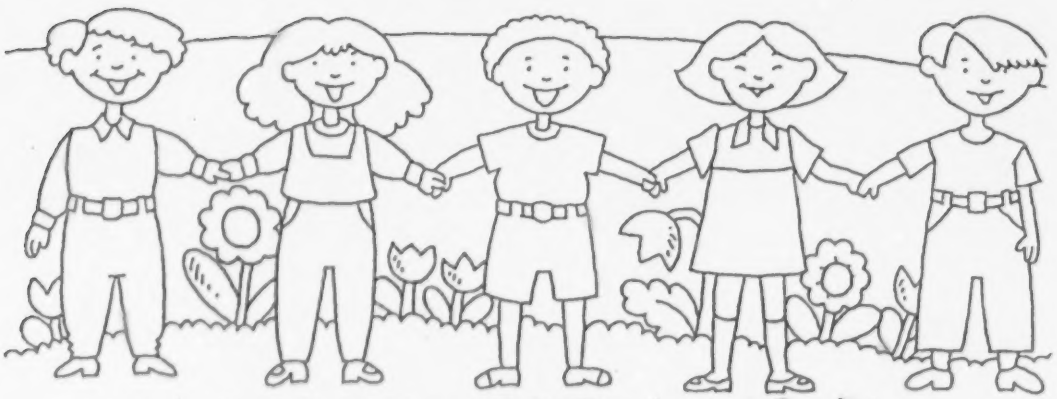
>Have you ever used the Peace Table?

>Have you ever used the Tranquility Forest?

>Do you like using "I" statements?

>Do you like people to listen when you are speaking?

Appendix O
Student Reflection



CONFLICT RESOLUTION

PLUS	MINUS

INTERESTING

Appendix O
Student Reflection

Listening

Plus	Minus

Interesting

Appendix O
Student Reflection

Active Listening Reflections

What is "Active Listening"? _____

_____

_____

_____

_____

Why should I use it? _____

_____

_____

_____

_____

What do I like about "Active Listening"? _____

_____

_____

_____

What don't I like about "Active Listening"? _____

_____

_____

_____

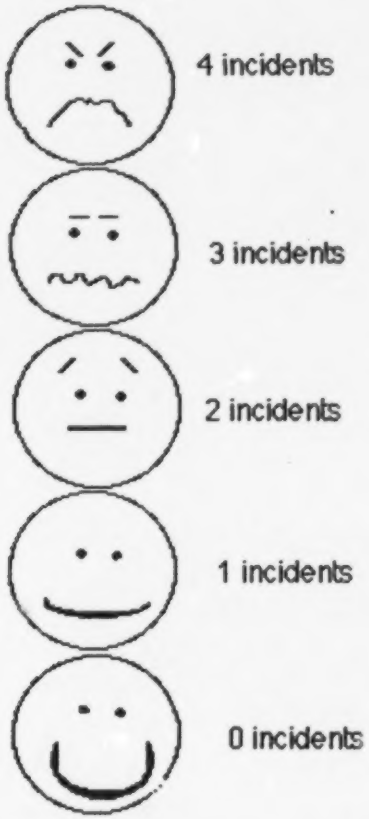
What don't I understand about "Active Listening"? _____

_____

_____

_____

Appendix P
Smiley Face Recording Device



Each student has a clothespin. All clothespins start at *o incidents* every morning. A student's clothespin is moved each time he exhibits inappropriate behavior in the targeted skill area.

Appendix Q
Tracking Sheet for Recording Daily Behaviors

Tracking of Skills Development

		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Date:						
Behavior:	**Incidents**					
	Students					
Date:						
Behavior:	**Incidents**					
	Students					
Date:						
Behavior:	**Incidents**					
	Students					
Date:						
Behavior:	**Incidents**					
	Students					
Date:						
Behavior:	**Incidents**					
	Students					
Date:						
Behavior:	**Incidents**					
	Students					
Date:						
Behavior:	**Incidents**					

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